MY ENGLISH
BOOK EIGHT
STANDARD EIGHT

The Constitution of India

Chapter IV A

Fundamental Duties

ARTICLE 51A

Fundamental Duties- It shall be the duty of every citizen of India–

(a) to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;

(b) to cherish and follow the noble ideals which inspired our national struggle for freedom;

(c) to uphold and protect the sovereignty, unity and integrity of India;

(d) to defend the country and render national service when called upon to do so;

(e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities, to renounce practices derogatory to the dignity of women;

(f) to value and preserve the rich heritage of our composite culture;

(g) to protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

(k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

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MY ENGLISH BOOK EIGHT

STANDARD EIGHT

Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.

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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

Preface

Dear Students,

A most hearty welcome to Std VIII. We are happy to place this textbook '**My English Book Eight**' in your hands.

English has been a part of your studies since Std I. So far, you have learnt many English songs and poems. You can read and understand the English seen and heard in your surroundings. You can use English to communicate precisely in everyday situations, in spoken, written, or ecommunication modes. You have enjoyed some interesting stories and passages in the previous textbooks and working out activities based on what you have learnt. Now that you are in Std VIII, you will do all this and also learn to use English both spoken and written with a better understanding of the language and the way it should be used. You will also get to enjoy reading works of some well-known writers.

Our main aim is to help you use English with confidence. We want you to be able to ask questions, gain knowledge and new skills, be creative and to spend your free time joyfully. That is why, we would like you to take part in all the activities and exercises in the 'Warm up' and 'English Workshop' sections, without any fear. Talk to your teacher freely about the problems and difficulties you face while studying this textbook. Many of the activities are designed to show you ways of thinking, learning on your own, and to sharpen your skill in creative writing so that you can write on your own meaningful, systematically in different types of formats. The more you use the activities, the better you will learn.

Useful audio-video teaching-learning material given in each relevant lesson will be available through the Q. R. Code and through the medium of App for additional information. It will be definitely useful for your study.

We will be happy if you share your feelings about the contents of this book with us. We hope you enjoy studying it throughout the year.

Wish you all the best in your studies!

(Dr Sunil Magar)
Director
Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

Pune
Date : 18 April 2018
Akshayya Trutiya
Indian Solar Year :
Chaitra 28, 1940

Compulsory English : Learning Outcomes : Standard VIII

Suggested Pedagogical Processes

The learner may be provided opportunities in pairs/groups/ individually and encouraged to–

- participate in classroom activities/school programmes such as Morning Assembly/extempore/debate etc. by being exposed to input-rich environment.
- speak about objects / events in the class / school environment and outside surroundings.
- participate in grammar games and kinesthetic activities for language learning.
- use English news (newspaper, TV, Radio) as a resource to develop his/her listening and reading comprehension, note-taking, summarizing etc.
- watch / listen to English movies, serials, educational channels with sub-titles, audio-video/ multi-media materials, for understanding and comprehension.
- interview people from various professions such as doctors, writers, actors, teachers, cobblers, newspaper boy, household helps, rickshaw pullers/drivers and so on.
- use formulaic expressions / instructions such as 'Could I give you…' 'Shall we have a cup of tea?' to develop communication skills.
- participate in individual activities such as introducing personalities/ guests during school programmes.
- learn vocabulary associated with various professions and use them in different situations.
- read stories/plays (from different books/ newspapers in education (NIE) / children's section in magazines in English) and narrate them.
- locate main idea, sequence of events and co-relate ideas, themes and issues in a variety of texts in English and other languages.
- use various sources from English and other languages to facilitate comprehension, co-relation and critical understanding of issues.
- interpret quotations, sayings and proverbs.
- interpret photographs/sketches, tables, charts, diagrams and maps and incorporate in writing.
- think critically, compare and contrast characters/events/

Learning Outcomes

The learner –

08.17.01 Listens attentively to a variety of programmes.

08.17.02 Responds to instructions and announcements in school and public places such as railway stations, market, bus stands, air port, cinema hall, malls and acts accordingly.

08.17.03 Evaluates whether something (presented orally) is true or false, relevant/irrelevant, logical/illogical etc.

08.17.04 Forms his/her own opinion about what is presented. (acceptable, enjoyable, effective)

08.17.05 Narrates a joke, story/incident, makes an announcement.

08.17.06 Communicates one's feelings/emotions appropriately in four or five lines.

08.17.07 Presents one's thoughts, arguments in a logical, organized manner.

08.17.08 Speaks in English about events in the school environment and outside in the surroundings.

08.17.09 Participates in different events such as role play, poetry recitation, skit, drama, debate, speech, elocution, quiz organized by school and other such organizations.

08.17.10 Uses idiomatic expressions appropriately with ease and confidence.

08.17.11 Engages in conversations in English with people from different professions using appropriate vocabulary.

08.17.12 Introduces guests in English, interviews people by asking questions based on their professions.

08.17.13 Reads excerpts dialogues, poems, commentaries of sports and games, speeches, news, debates on TV, radio and expresses opinions about them.

08.17.14 Understands/empathises with the points of view of the other people.

08.17.15 Learns new words, expressions and enriches his/her vocabulary through reading.

08.17.16 Identifies details, characters, main idea and sequence of ideas and events while reading.

08.17.17 Fills forms correctly.

08.17.18 Prepares posters on various themes.

08.17.19 Describes a process/the working of a device correctly.

08.17.20 Understands how reference materials such as different dictionaries, encyclopedias and thesaurus are organized and uses them effectively.

08.17.21 Writes a coherent and meaningful paragraph through the process of drafting, revising, editing and finalizing.

Suggested Pedagogical Processes

ideas/themes and relate them to life and try to give opinions about issues.

- refer sources such as dictionary, thesaurus and encyclopedia for meaning in context and understanding texts.
- use grammar in context such as active and passive voice, reported speech, tenses, parts of speech, etc.
- notice punctuation marks in a variety of texts and appropriately use in editing his/her own writing.
- understand the context for various types of writing: messages, notice, letter, report, biography, travelogue, diary entry etc.
- take dictation of a passage with specific attention to words pronounced, punctuation and spelling.
- attempt various types of writing: notice, letter, report, etc as well as personal/ biographical experiences and extrapolative writings.
- use ICT (Net, mobile, website, Youtube, TED talks etc) to browse for information, for projects/PPT discussion, debate, class seminar etc.
- attempt creative writing, like stories, poems, dialogues, skits, dialogues from a story and story from dialogues.
- visit a language laboratory.
- read/write a book review.

Learning Outcomes

08.17.22 Writes an essay.

08.17.23 Attempts creative writing in different forms – stories, poems, skits, dialogues, cartoons, jokes, playlets, etc.

08.17.24 Writes a book review.

08.17.25 Uses and interprets quotations, idiomatic expressions, sayings, proverbs etc. appropriately in writing.

08.17.26 Attempts using different techniques to make his/her writing more effective.

08.17.27 Prepares a write up after seeking information in print/ online, notice board, newspapers etc.

08.17.28 Frames emails, messages, notice, formal letters, descriptions/narratives, personal diary, report, short personal/biographical experiences etc.

08.17.29 Remembers and recalls necessary information (and the way it is organized) with the help of personal notes.

Learning Outcomes

08.17.30 Prepares questionnaires to interview people, to take a survey as part of a project.

08.17.31 When required, uses mother tongue words and expressions without distortion while speaking/writing English.

08.17.32 Uses digital dictionaries/standard dictionaries available on the internet.

08.17.33 Prepares graphics, word-art, graphs, pictograms, etc. on the computer.

08.17.34 Knows how to compile, edit, use the information or details available on the internet and not just 'copy-paste' them.

08.17.35 Takes care not to use copyright material without proper permission and/or acknowledgment.

08.17.36 Prepares a presentation with the help of a computer.

08.17.37 Participates in language games and activities for language learning.

Language Study

Be aware of the following concepts to understand how language is used.

The Alphabet :

- Alphabetical order
- Phonetic symbols

Parts of Speech :

- Main-auxilliary modal verbs
- Progressive and Perfect
- Degrees of Comparison

Sentence Structure :

- Phrase and Clause
- Simple, compound and complex sentences
- Coordination and subordination
- Joining sentences
- Reported Speech

Vocabulary and Word building :

- Prefix and Suffix
- Compound Words
- Changing word class

Punctuation :

- Capitalization and quotes

Speech :

- Syllables

Figures of Speech :

- Simile, metaphor, personification, hyperbole

Contents

For the Teacher

- Different types of comprehension questions and exercises have been included in the book, though each text carries only a few comprehension questions with it. Note and use these different types when you design your own questions.
- Questions given in the margin are meant for oral work accompanying the reading of the text to ensure understanding of the contents. Please do not use them for written evaluation.
- The preparatory activities aim to develop fluency of students in thinking as well as speaking in English. These activitites are related to the text as also to the world outside the classroom. They acquaint the students with ways of understanding informative pieces and appreciating the literary ones.
- Grammar terms given in the book should NOT be used for evaluation, but for explaining the rules and conventions of usage to the students.
- Use a bilingual approach while dealing with thought-provoking activities. Students may use their mother tongue in the course of discussions. But make sure that you recapitulate the gist of the activities in English at the end, and get the students to do the same.
- In the 'Live English' activities, students can experience the joy of using English in 'lifelike' situations. Ensure that all students get a chance to participate in these.
- Encourage the students to read poems and some simple passages on their own, individually in silence or in turns in a group, aloud. Ask questions of your own to ascertain they understand the unit taught.
- Also encourage students to find out new concepts on their own by use of dictionary, thesaurus etc.

Introductory Activities

- In spoken English, we often use contracted forms as :

Full form	Contracted form
I am busy.	I'm busy.
They are tired.	They're tired.
He is not coming.	He isn't coming. (OR) He's not coming.
You will like it.	You'll like it.
She will not like it.	She won't like it.
We had been for a trip.	We'd been for a trip.
It must not happen again.	It mustn't happen again.
That would be fine.	That'd be fine.
Do you not like it?	Don't you like it?

- Fill up the gaps in the table below.

Contracted form	Full form
Let's	
Shan't	
	They have
	Were not
We're	
	Cannot
	Where is
What're	
There's	

1.1 Be The Best

WARMING UP !

CHIT - CHAT

(1) Have you got a prize in any competition?
(2) How did you feel at that time?
(3) Have you ever failed in your efforts?
(4) Do you think we should accept success as well as failure?
(5) What will be your reaction if you are not selected in a team?

(1) A. Read aloud the following sets of words.

(a) river, stream, sea, ocean
(b) hill, stone, mountain, rock
(c) plant, sapling, tree, seed
(d) child, adult, baby, youth

B. Rearrange each of the above sets of words according to the increasing order of their size/growth.

(a) ....
(b) ....
(c) ....
(d) ....

(2) In your pre-primary classes you must have learnt the story of 'The Lion and the Mouse.' Read it in English and fill in the gaps using words given in the box:

A lion was sleeping in a .... A mouse started playing on him. The lion got up .... He caught the mouse and was ready to .... it.

The .... begged the lion to leave it and said that someday it would .... the lion. The lion .... and let it go.

One day the lion was .... in a net set up by hunters. He .... loudly as he tried too hard to escape.

The mouse ....the lion and came. It ....up the net with its sharp teeth and set the lion ....

(help, angrily, caught, forest, mouse, kill, roared, free, chewed, heard, laughed)

Moral of the story : ....

Be The Best

Be The Best
If you can't be a pine on the top of the hill,
Be a **scrub** in the valley – but be
The best little scrub by the side of the **rill**;
Be a bush if you can't be a tree.

If you can't be a bush be a bit of the grass,
And some highway happier make;
If you can't be a **muskie** then just be a **bass** –
But the liveliest bass in the lake!

We can't all be captains, we've got to be **crew**,
There's something for all of us here,
There's big work to do, and there's **lesser**, to do,
And the task you must do is the near.

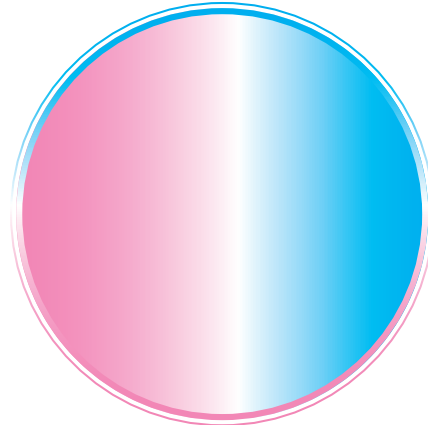
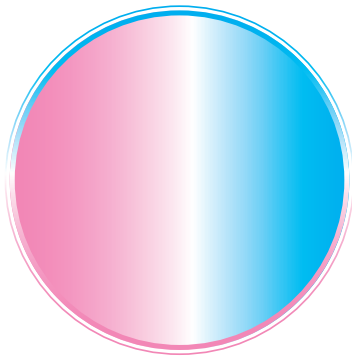
If you can't be a highway then just be a **trail**,
If you can't be the sun be a star;
It isn't by size that you win or you fail –
Be the best of whatever you are !

– Douglas Malloch

- ***What is the main difference between a pine tree and a scrub?***
- **scrub :** an area covered with small, low, plants.
- **rill :** a stream
- ***What do people like to see along the highway?***
- **muskie and bass :** names of fish
- **crew :** sailors who work on a ship
- **lesser :** unimportant
- **trail :** a narrow path
- ***What is the message given at the end?***

English Workshop

1. Read the words / names given below. Put the big-sized/ bigger ones in the big circle and the smaller ones in the small circle.

(muskie, tree, pine, lake, bass, bush, highway, scrub, rill, sun, star, trail)

2. Form groups of four. Read each stanza in the poem turn by turn.

3. Find and write the pairs of rhyming words from the poem.

(a) .... (b) ....

(c) .... (d) ....

4. Complete the following with appropriate words/ phrases from the poem.

(First one is done for you.)

(1) If you can't be a pine, be a scrub.

(2) If you can't be a tree, ...

(3) ...., be a bass.

(4) If you can't be a captain, ...

(5) .... , be a trail.

(6) If you can't be the sun, ...

5. Write whether the following are true or false :

(1) All must be the Captains of the teams. ....

(2) A bit of grass can make the highway happier. ....

(3) We win or fail depending upon size or position. ....

(4) A scrub is found at the top of the hill. ....

(5) If your work is not important, don't do it. ....

(6) Whatever job you have, do your best. ....

6. Write an appreciation of the poem with the help of the points given below.

(1) The title of the poem is -- .

(2) The poem is written by -- .

(3) The poem has ------------- stanzas. Each stanza has ----------- lines.

(4) The lines that rhyme in each stanza, are ------------------------------------- .

(5) The poet compares big things with --- .

(6) ---------------- is a repeated expression in the poem.

(7) The line – I shall always remember is -- .

7. Read the given extract from the poem 'Little Drops of Water -----' by Julia Fletcher Carney. Learn it up. Set it to a tune and enjoy singing it. You may ask your teacher to help you.

Little drops of water,
Little grains of sand,
Make the mighty ocean
And the pleasant land.

Little deeds of kindness,
Little words of love,
Help to make earth happy,
Like the heaven above.

Encourage the students to discuss freely all points in detail. Teacher may explain more about appreciation of the poem.

1.2 Androcles and the Lion

WARMING UP !

CHIT - CHAT

(1) Have you ever helped anyone? Why?
(2) How did you help him/her?
(3) Has anyone ever helped you in your need?
(4) How did you feel at that time?
(5) How did you show your gratitude to him/her?

(1) Discuss with your benchmate and write down the names of any five stories of bravery that you have read/heard. Also name the brave hero / heroine of each story.

Name of the Story	Name of the Hero / Heroine
(a)	....
(b)	....
(c)	....
(d)	....
(e)	....

(2) Complete the facts about lions choosing from the alternatives.

(1) Lions are called .... of the jungle.
(emperor / lord / king)

(2) Lions belong to the .... family of animals.
(dog / cat / horse)

(3) Lions are .... animals.
(carnivorous / herbivorous / omnivorous)

(4) .... lions have a mane around their neck but lionesses do not have it.
(Cub / Male / Female)

(5) A group of lions is called a ....
(flock / herd / pride)

(6) Lions attack only when they are ....
(tricked / awake / hungry)

Androcles and the Lion

Long, long ago, there lived a kind, gentle and **courteous** man called Androcles. But he had a very cruel master. In those days, kings, nobles, and other wealthy men used poor people as their slaves. Androcles was a slave. The slaves were forced to work for their masters. They had to do what their masters told them. They had no freedom, no rights. Even when they were unhappy with their master, they could not leave him. They were **bound by law** to obey their master, however wicked he might be.

Androcles did not like his heartless, wicked master. His master starved his slaves and often whipped them. Androcles felt that even death was better than serving such a master. He kept looking out for a good opportunity. At the first chance he got, he escaped from the **clutches** of his cruel master.

Now, although Androcles had thus run away, he was not a **coward**. He took shelter in a forest. He was not afraid of the wild beasts that roamed the forest. He did not mind that he had no roof over his head. He was happy that he was free as a bird to go wherever he wished.

One day, as he was wandering in the forest, he suddenly came face to face with a lion. His first reaction was to turn and **flee**. But then he saw that the lion had not moved on seeing him. It neither growled, nor roared. In fact, it looked at him **piteously** as if it was in great pain.

Androcles paused. Then he moved very **cautiously** towards the lion, step by step. The lion **moaned** and **whimpered**. "Please help me," its eyes seemed to say.

When Androcles drew near, the lion lowered its head and began to lick its paw. Then Androcles saw that the lion's paw was wounded, sore and swollen.

On a closer look, Androcles noticed that a big thorn had pierced one of the lion's toes. 'So this is the cause of the lion's **distress**,' thought Androcles.

Summoning up all the **courage**, Androcles stretched his hand slowly towards the injured paw. He was afraid that the lion would attack him if he touched its swollen paw. But the lion seemed to understand his good **intention**.

- **courteous :** polite
- ◆ ***How were the slaves treated at that time?***
- **bound by law :** strictly forced to follow the laws
- **clutches :** tight hold
- ◆ ***Where did Androcles seek shelter, after his escape?***
- **coward :** one who gets easily afraid
- **flee :** run away, escape
- ◆ ***What did the lion seem to tell Androcles?***
- **piteously :** in a piteous manner
- **cautiously :** very carefully
- **moaned :** made painful sounds
- **whimpered :** cried painfully
- ◆ ***Why was the lion in pain?***
- **distress :** great trouble
- **summoning up courage :** trying to be brave
- **intention :** purpose

- **deftly :** skilfully and quickly

- ***How did Androcles nurse the lion's wound?***

- ***Where did the soldiers put Androcles and the lion after their capture?***

Androcles took the paw in his left hand. **Deftly**, he pulled out the thorn. Then, tearing a piece of his own clothing, the kind man bound up the lion's injured paw. To his surprise and wonder, the lion then licked his arm, as if to show gratitude.

Androcles remained with the lion till it could walk again. He would hunt in the forest and share his food with the helpless beast. Every day, he would clean and dress the lion's wound. Soon, the lion was able to move about. Many times, it followed Androcles, wherever he went.

In the meanwhile, Androcles' master had complained to the authorities that his slave Androcles had run away. Soldiers were sent in all directions to capture Androcles. They searched for him high and low but couldn't find him. At last, they came to the forest where Androcles lived.

It so happened that Androcles had gone out alone that day while the lion rested near the cave. Both of them fell into the hands of the soldiers. The soldiers took them back to the city. They put Androcles in chains in a prison. The lion was caged.

In those days, people who were found to be guilty of a serious crime were fed to wild beasts, as punishment. Running away from one's master was a very serious crime at that time. Therefore, Androcles, too, was to be thrown to the wild beasts.

On the appointed day, the emperor arrived at the circus and took his place. The crowds cheered loudly. The trumpeters blew the trumpet and Androcles was brought into the **arena**. His chains were unbound. He felt weak and **dismayed**. He was certain that this was the last day of his life.

At the opposite end, a gate was raised and a **ferocious** lion was released into the arena. It had been kept hungry to make it more ferocious. Androcles was filled with fear, but he **put up a brave front**.

The lion saw Androcles and rushed towards him, bounding and roaring. But suddenly it stopped in its tracks. Then it moved slowly forward. All its rage seemed to have melted. Androcles saw this too. Each friend recognized the other.

To everyone's amazement, the lion bounded towards Androcles again, but when it reached him, it began to purr and rub its nose against him. Androcles hugged the lion. He wept with relief and joy.

The audience, including the emperor, watched this tender sight in great wonder. People began to cheer Androcles and asked for his release. The emperor asked Androcles to explain the lion's strange behaviour. When he heard the whole story, the emperor was also **moved by** the gratitude and friendship between man and beast. He ordered that Androcles should be set free. He would no longer be a slave.

When the emperor asked Androcles what other reward he would like, Androcles replied that he did not want anything for himself, but he wanted the lion to be set free too.

The two friends went back to the forest to live a free life.

- **arena :** a ground surrounded by seats on all sides for sports and other public events.
- **dismayed :** sad
- **ferocious :** wild and dangerous, fierce
- **put up a brave front :** show that one is not afraid

◆ ***What did Androcles feel after he was brought to the arena?***

◆ ***How did the hungry lion change, when he saw his friend?***

- **moved by :** have strong feelings

◆ ***How did the emperor reward Androcles?***

English Workshop

1. (A) Match the phrases in Column A with their meanings in Column B.

Column A	Column B
(1) looking out for	(a) anger reduced
(2) face to face	(b) returned slowly
(3) summon up courage	(c) trying to search for
(4) rage melted	(d) filled with soft feelings
(5) be moved by	(e) try to be brave
	(f) in front of each other

(1) .... (2) .... (3) .... (4) .... (5) ....

(B) Read the following sentences from the story.

(1) They were bound by law to obey their master. ☐

(2) The kind man bound up the lion's injured paw. ☐

(3) The lion bounded towards Androcles again. ☐

The word 'bound' carries 3 different meanings in each of the sentences.

(a) rushed forward (b) forced to follow (c) tied up

Put the correct letter a / b / c in the boxes according to the proper meaning.

(C) Now translate each of the three sentences (a,b,c) into your medium of instructions.

(a) --

(b) --

(c) --

2. (A) Find from the story the Antonyms (opposite words) of the following.

(1) kind	×	--------------------	(2) poor	×	--------------------
(3) slave	×	--------------------	(4) high	×	--------------------
(5) punishment	×	--------------------	(6) unbound	×	--------------------
(7) tender	×	--------------------	(8) happy	×	--------------------

Conduct a game of synonyms and antonyms in the class.

(B) Find from the story 5 words that describe the sounds made by the lion.

3. Write the reactions that followed each of the actions given below.

(a) Androcles did not like his cruel master, so ------------------------------------

(b) The lion looked at Androcles piteously, so ------------------------------------

(c) Androcles bandaged the lion's injured paw, so --------------------------------

(d) A hungry ferocious lion was released into the arena, so ---------------------

(e) The lion reached Androcles and ---

(f) The emperor asked Androcles what other reward he would like, so

----

4. Write in your own words 3 to 4 sentences about each of the following.

(1) The condition of slaves in ancient Rome

(2) Qualities of Androcles

(3) Even wild animals can be our friends.

5. Narrate to your class, any short story about 'Kindness to Animals'. (OR) How animals can be kind to humans. Write down the story in your notebook. Give it a title of your own.

Auxiliary Verbs

Verbs that help to form tenses, moods and voices are called Auxiliary (helping) verbs. For example : be, can, may, will, etc.

The three most common Auxiliary verbs, which can stand alone in a sentence are forms of 'be', 'do' and 'have'. They are called **Primary Auxiliaries**.

For example : She is a student of Class 8.
He does his work well.
I have a cold.

Forms of 'Be' : am, is, are, was, were, will / shall be

Forms of 'Do' : do, does, did

Forms of 'Have' : have, has, had

There are other Auxiliary verbs which do not stand alone in a sentence.

They accompany Main (Action) verb.

These are called **Modal Auxiliary Verbs (Modals)**

They are : can, could, shall, should, will, would, must, may, might, need, ought to

For example : He can work hard.
He will work hard.
He must work hard.

Underline the Auxiliary Verbs in the following sentences.

(1) We have a holiday tomorrow.

(2) Reena is injured badly.

(3) You must wear clean clothes.

(4) She should talk politely.

(5) They did not help me.

(6) A big thorn had pierced the lion's toe.

(7) The lion was caged.

(8) Androcles did not like his master.

(9) They could not leave him.

(10) He would no longer be a slave.

(11) The slaves were forced to work.

(12) We should show kindness to animals.

1.3 Trees are the Kindest Things I Know

WARMING UP !

CHIT - CHAT

(1) When do you receive gifts?

(2) Do you like to give gifts?

(3) From whom do you get gifts?

(4) What is the best gift that you have ever received?

(5) Why is it special for you?

(1) What gifts do trees give to mankind?

(2) (A) Name two parts of a tree that begin with.

B < ------------------------------ / ------------------------------

F < ------------------------------ / ------------------------------

T < ------------------------------ / ------------------------------

(B) In most countries in the Northern Hemisphere, there are four seasons : Spring, Summer, Autumn and Winter.

Try to guess what is the season in the months given below.

(1) March/April/May ------------------------------------

(2) June/July/August ------------------------------------

(3) September/October/November ------------------------------------

(4) December/January/February ------------------------------------

(3) An artist paints pictures using colours. A poet/writer can also paint pictures in your mind / imagination by using descriptive phrases.

For example, blue sky, soft white clouds, floating clouds etc.

Write down four such phrases which describe anything beautiful in Nature.

(1) ------------------------------------

(2) ------------------------------------

(3) ------------------------------------

(4) ------------------------------------

Trees are the Kindest Things I Know

Trees are the kindest things I know,
They do not harm, they simply grow.

And spread a shade for sleepy cows,
And gather birds among their **boughs**.

They give us fruit, in leaves above,
And wood to make our houses of,

And leaves to burn on **Hallowe'en**,
And in the Spring new buds of green.

They are the first when day's begun
To touch the **beams** of morning sun.

They are the last to hold the light,
When evening changes into night.

And when a moon floats on the sky
They hum a **drowsy lullaby**

Of sleepy children long ago...
Trees are the kindest things I know.

– *Harry Behn*

- ***How do trees serve birds and animals?***
- **boughs :** branches
- ***What do trees offer human being?***
- **Hallowe'en :** a festival in Autumn observed in western countries
- ***Which part of the trees glow first at sunrise?***
- **beams :** rays
- ***What do trees do for small kids?***
- **drowsy :** sleepy
- **lullaby :** soft, slow song to put children to sleep

English Workshop

1. Pick from the poem words that rhyme with the following words.

(a) fun ⟶ ------------ ------------

(b) no ⟶ ------------ ------------

(c) now ⟶ ------------ ------------

(d) sight ⟶ ------------ ------------

(e) fly ⟶ ------------ ------------

2. Pick from the poem lines that create a picture in your mind.

(a) And in the Spring, new buds of green.

(b) --

(c) --

(d) --

(e) --

3. The poet refers to trees as the 'Kindest Things'. From the poem pick out 5 facts which prove the kindness of trees towards others.

(1) --

(2) --

(3) --

(4) --

(5) --

4. Find words that describe the following.

(1) ------------ cows

(2) ------------ new buds

(3) ------------ sun

(4) ------------ lullaby

(5) ------------ trees

5. Pick out lines that mean the following.

(1) Trees provide shelter for animals : --

(2) Trees provide food for all : --

(3) Trees are most lovable : ---

(4) Kids love to listen to songs from trees : --------------------------------

(5) Trees live a simple life : --

6. Think and write in your own words.

(1) What living things can cause harm to one another? Name any five.

(2) Why are trees called harmless?

(3) Hallowe'en is a festival celebrated in many western countries on 31st October. What is the season there? Why do you think is there a need to burn leaves on Hallowe'en?

(4) 'They are the last to hold the light, when evening changes into night'. Which part of the day is referred to in the above lines? Which part of the trees hold the last light of the day?

7. Search for a short poem about 'Trees' in your mother tongue. Write it in your notebook and translate any two stanzas from the poem into English.

8. Your neighbour is having a huge old banyan tree chopped down to make space for another construction. Write an imaginary conversation between you and your neighbour, trying to stop him from having it cut down.

Begin with the following :

Myself : Good morning, Sir! I am very disturbed and upset to see you having this good old banyan tree chopped down.

Neighbour : ....

Teacher may ask and elicit responses from the students based on imaginary conversation.

Language Study

1. Degrees of Comparison of Adjectives. Read the following sentences.

(i) Yatin is strong.

(ii) Amit is stronger than Yatin.

(iii) Pravin is the strongest of all.

In sentence (i) the Adjective 'strong' is in its simple form. It is called Positive Degree.

In sentence (ii) the Adjective 'stronger' refers to a higher degree, when there is a comparison of two nouns. It is called Comparative Degree. (-er is added to the basic adjective.)

In sentence (iii) the adjective 'strongest' refers to the highest degree of comparison of one with more than two nouns. It is called Superlative Degree (-est is added to the basic adjective.)

- **Fill in the gap in the table of Degrees of Comparison.**

	Positive	Comparative	Superlative
(1)	....	....	kindest
(2)	....	healthier	....
(3)	near	....	....
(4)	....	finer	....
(5)	....	....	earliest
(6)	small	....	....
(7)	....	faster	....
(8)	high	....	....

2. Adjectives which have more than two syllables (long words) take 'more' and 'most' before them to form Comparative and Superlative degrees.

For example : successful - Positive Degree
more successful - Comparative Degree
most successful - Superlative Degree

Give the Comparative and Superlative forms of :

Positive	**Comparative**	**Superlative**
(1) ancient	....	....
(2) special	....	....
(3) significant	....	....
(4) advanced	....	....
(5) accurate	....	....

3. When in a line of a poem human characteristics are given to something non human, the Figure of Speech used is Personification.

For example : humming trees, running river, smiling flowers.

Find the examples of Personification from the poem.

1.4 Miss Slippery

WARMING UP !

CHIT - CHAT

(1) Do you argue with your friends? Why?

(2) Do you stop your arguments after sometime or continue it for a long time ?

(3) Why do people quarrel/fight?

(4) Do we forgive or punish our dear ones for their mistakes?

(5) What do you feel after a quarrel with dear ones?

(1) Think over the following and tick mark ☑ the proper option as per your choice.

(a) Do your classmates tease, trouble and avoid you?

Yes ☐ No ☐ Sometimes ☐

(b) Do you with your friends, also tease, trouble or give names to any of your classmates?

Yes ☐ No ☐ Sometimes ☐

(c) How do you handle the teasing?

Cry ☐ Ignore ☐ Complain to teacher ☐

(d) How do you handle yourself when punished in class?

Cry ☐ Get angry ☐ Decide to change ☐

(e) What is the best way to react when others trouble/ insult you?

Take revenge ☐ Ignore them totally ☐

Become depressed ☐ None of them ☐

(2) Rewrite using proper punctuation marks and capital letters.

(1) amar said i could not complete my geography homework

(2) why did you go to nagpur

(3) the president of india lives at rashtrapati bhavan in new delhi

(4) what a loud explosion that was

(5) physics chemistry zoology and botany are branches of science

(3) Write in your own words, what according to you is the best way to get rid of a negative (bad) quality in your friend.

Miss Slippery

(Given below are extracts from the story of a lonely girl who is teased by classmates in school. Because she is upset and unnerved due to certain problems at home, she is unable to do any task well. The story tells us what happens next.)

Part - 1

I got ready and went to school. In the first period, our class teacher, who taught us English, told us to take out our composition notebooks. I took out the mathematics notebook by mistake. I replaced it quickly but the teacher, perhaps, had kept her **gaze** fixed on me. She shouted, "Come here with your book, Sayali!" I obeyed her but her angry looks made my legs tremble and when I reached her chair, the notebook fell on her feet.

Some girls laughed loudly. The teacher thought that I had dropped the notebook on purpose. She stared at me with an **all-devouring look**. "Go and stand near your seat," she yelled. I kept standing, punished for the whole period.

The next was History class and my favourite subject. The teacher had asked us to memorize the causes and effects of the Battle of Panipat. I was well-prepared. She began testing all of us, one by one. When my turn came I **went blank**. The teacher gave me a **stern** stare, while I stood there stiff, still, with my head hanging down in shame.

Mama and Papa continued their never-ending **tiffs**. Papa used every opportunity to express his **annoyance**. Mama on her part, did not allow any such occasion to slip without turning it into a **vociferous** quarrel. The quarrel was between the two, but the punishment **inevitably descended** on a third one, that is me at school. Wherever and whenever I heard raised voices, I felt as if Mama and Papa

- **gaze** : stare
- ◆ ***Why could the notebook have fallen from Sayali's hand?***
- **all-devouring look** : a frightening look
- ◆ ***What happened when it was Sayali's turn to answer?***
- **went blank** : could not remember anything
- **stern** : strict
- **tiffs** : a slight argument
- **annoyance** : feeling of being angry
- **vociferous** : noisy and forceful in expressing one's feelings
- **inevitably** : certainly
- **descended** : come or go down

were quarrelling. Sometimes, even in the midst of silence, Mama's screams came piercing through my ears. And, whenever I heard Mama's high-pitched yells, my legs **quivered.**

One day, I was coming down the school stairs. Somebody from the top gave a **frantic** scream. I fell and came tumbling down about seven steps. My elbows and knees were badly bruised. My new frock was torn at the **seams**. When I reached home, Mama shouted, "I am sick of you. When will you stop making me pay through my nose for such **extravagant** losses?"

Mother seized me by the arm, gave me a good jerk and seated me on the bed. She fetched an antiseptic lotion and applied it to my elbow and knees; but did not hug me. Within me **lingered** the **yearning** that she would hold me and **console** me! Even if she had given me just a sympathetic pat, my **smarting** limbs would have been **soothed**.

My younger brother was close by. As Mama walked away to the kitchen, he came and sat beside me. He placed his little hand on my arm and whispered, "Are you in great pain?" I hugged him tight and started crying again.

I used to walk quite cautiously, yet I would often stumble. One day, the class monitress announced, "We'll call her 'Slippery'. Others slip on wet ground. Sayali manages to slip even on dry land."

That provided the other girls of the class new scope for fun. They teased me with the new title every day. Soon, a verse was composed in my honour :

"Slippery! Slippery!
Slipping without ***muck****!*
Ask her the simplest question
No answer is your luck!"

I lived in **perpetual** fear of everyone the girls, the teachers, the young and the old. When I was in class, I dared not move out and when I was outside, I was afraid of re-entering the class. Nor could I **muster** the **courage** to speak to anyone.

Part - 2

The bell had already rung when I reached the school. The teacher was in the classroom. I sought permission to enter. The teacher wore a frown on her face, but she let me enter and told me to see her in

- **quivered** : shook or trembled
- **frantic** : in extreme fear
- **seams** : edges that are joined
- **extravagant** : very expensive
- **lingered** : remained behind
- **yearning** : longing for

◆ *What did Sayali long for, from her mother?*

- **console** : comfort
- **smarting** : hurting
- **soothed** : became less painful

◆ *Why did Sayali begin crying again?*

◆ *By what name did the girls tease Sayali?*

- **muck** : wet mud or dirt
- **perpetual** : constant
- **muster courage** : gather courage

◆ *What was Sayali told to do by teacher?*

- **reassuring :** confirming
- **confide :** share a secret
- **thrill :** great joy

◆ *What two relationships did the teacher offer Sayali?*

- **to stand by someone :** to support someone
- **pal :** friend
- **lavished :** poured in great quantity
- **spontaneously :** sudden impulse from within
- **to be beyond oneself :** to lose control of oneself
- **hysterical laughter :** uncontrolled laughter
- **reverie :** dreamy sleep
- **prime :** most important

◆ *Why did Sayali feel like rejoicing a lot?*

the teachers' room, after the class. Her tone was not of annoyance or anger. Yet an unknown fear made me nervous. **Reassuring** myself that she was a kind-hearted teacher and would not punish me, I reached the teachers' room with hesitant steps.

The teacher greeted me with a smile and asked me to sit by her side. Her tender tone turned my sighs into sobs. She pulled her chair close to mine and patting me on the head, said, "What makes you cry, my child? I haven't said a word to you." After a brief pause, she continued, "Tell me what your trouble is. **Confide** in me, for am I not like a sister to you?" A rare **thrill** ran through my entire frame. For a moment I felt I should cling to her and cry and cry. Of course, I did not do so, but I kept gazing at her with tearful eyes.

Tenderly, teacher continued, "Do you know the meaning of *didi*? It means elder sister. Won't you tell your sister your troubles?" Amid sobs I said, "The girls keep teasing me." She laughed, ''Why are you scared of them? If you cry like this, they will pester you all the more. So ignore them. Who is your friend?"

I shook my head and teacher smiled. It seemed the teacher had poured her smile into my eyes. "Like to be my friend?" she said.

The bell rang. She rose. With a tender pat on my back, she said, "Listen! You were a sister alright! Now you are a friend too. But I like my friends to be brave. You've got to try to be brave. I'll always **stand by** you, rest assured, my little **pal**. Now rise and hop off to your class."

Excitement made my face flush – red-hot to the ear-tips. Never before had anyone **lavished** love on me thus and here was my teacher who had **spontaneously** accepted me as a sister, a friend! I was **beyond myself** with joy. I wanted to chuckle – to burst into near-**hysterical laughter**.

On winged feet I ran to my class. Soon I was lost in a rare **reverie**. I forgot that I was sitting in a class of wild girls whose **prime** pastime was teasing me.

During the break, the water bottle that I was drinking from, fell on me and I got fully drenched. Right in front stood Maya and Chanda, laughing away to their hearts' content. Chanda teased, "From the slippery hands of Slippery, the slippery bottle went slip,

slip, slip!" "And now, let's watch the fun," said Veena.

I was squeezing the water out of my wet frock. Remembering the teacher's words, I turned my back to them and ignored them completely. They were **non-plussed** and went away. I sensed a feeling of victory.

Before the school closed for the day, the teacher came to the classroom again and said to me, "From today, you are going to be responsible for bringing the register, chalk and duster every morning. Come, take this key, carry these notebooks to the teachers' room. Count them and keep them in my drawer. Ask the peon to show you my drawer."

My otherwise trembling legs were now filled with some **miraculous** strength. I rushed enthusiastically and completed the **assigned** job **in a jiffy**. When I placed the key on the teacher's table, she looked at me and smiled. I smiled back.

I was thrilled from top to toe. I felt my little heart **inflate** with pride. I found no **awkwardness** in moving about in my still-wet frock. Nor was there any trace of fear, while returning home.

– *Adapted from the story by Popti Hiranandani*

- ***How did Sayali react this time to the teasing?***
- **non-plussed** : confused and unable to react
- ***What responsibilities did the teacher give Sayali?***

- **miraculous** : magical
- **assign** : allot
- **in a jiffy** : within no time
- **inflate** : fill up and enlarge
- **awkwardness** : an uncomfortable feeling

- ***What great change had come over, in Sayali's heart?***

English Workshop

1. Two different words are joined to form a new word with a new meaning. Such words are called Compound words. (Sometimes there is hyphen (–) between compound words.)

For example : homework or kind-hearted

Pick out some Compound words from the lesson.

(1) .... (2) ....

(3) .... (4) ....

(5) .... (6) ....

2. (A) Add the proper prefix to make the following words opposite in meaning.

(1) obey x .... (2) sympathetic x ....

(3) honour x .... (4) afraid x ....

(5) content x ....

(B) Add suffix to convert the following words to Adjective forms.

laugh .... thought ....

forget .... care ....

count .... fear ....

move .... tear ....

punish .... joy ....

3. Find words / expressions from the story which are similar in meaning to.

(1) very expensive ....

(2) longing for ....

(3) could not remember at all ....

(4) constant ....

(5) gather all ones courage ....

(6) filled and increased in size ....

(7) paining badly ....

(8) forced to pay a big amount of money ....

4. Answer in short, in your own words.

(1) The history teacher had asked them to memorize it (WHAT?)

(2) Sayali's new frock tore (HOW?)

(3) Sayali hugged him tight (WHO?)

(4) Sayali was called 'slippery' (WHY?)

(5) Teacher told Sayali to meet her in the teachers' room (WHEN?)

(6) Teacher asked Sayali to carry the notebooks (WHERE?)

5. Divide the class in 2 groups with the help of your teacher and convert the story into a skit. Each group can take up one part of the story and later combine both the parts. Mention the following in your compilation. Present the skit in your class.

(1) A new title (2) Scenes (3) Characters

(4) Dialogues (5) Entry (6) Exit

6. Write what expressions does a person use in the following situations.

(1) When a person gets a sudden fright.

(2) When a person is very nervous.

(3) When a person is tensed.

(4) When a person is very happy.

(5) When a person is very confident.

(6) When a person is very angry.

(7) When a person is very sad.

Language Study

1. Some Verbs in English do not change in a regular pattern when their Tense changes. These verbs are called Irregular Verbs. Fill the forms of verbs in the following table. (Two are done for you.)

Present Tense	Past Tense	Past Participle
(1) break	broke	broken
(2) do	did	done
(3) go	....	....
(4) come	....	....
(5) sing	....	....
(6)	bought	....
(7)	drove	....
(8)	fell	....
(9)	....	known
(10)	....	run
(11)	....	seen
(12)	....	taken

2. Read the following sentences.

(a) I was coming down the school stairs.

(b) Teacher has asked us to learn it up.

In sentence (a) the verb indicates an action that is continuous or in progress at a particular time. (past/present/future)

- The verb is said to be in **Continuous (Progressive) Tense.**
  'was coming' is an example of Past Continuous Tense.
  (Auxiliary verb + main verb + ing = Continuous Tense.)

In sentence (b) the verb indicates an action that is complete at particular time (past / present / future).

- The verb is then said to be in **Perfect Tense.**
  'has asked' is said to be in **Present Perfect Tense.**
  (has / have / had + verb in Past Participle form - Perfect Tense)

3. (i) Fill up the table of Tenses using the verb 'GIVE'.

Type of Tenses	Simple	Continuous (Progressive)	Perfect
Present	give	am / is / are giving	....
Past	gave	....	....
Future	shall / will give	....	shall / will have given

(ii) Say whether the following sentences are in Continuous Tense or Perfect Tense.

(1) I was entering the class. ....

(2) The girls are teasing me. ....

(3) I haven't said a word to you. ....

(4) Never before had anyone lavished love on me. ....

(5) You are going to be responsible for it. ....

(6) According to the teacher, I had dropped the notebook on purpose.

4. Turn the following sentences into Polite Requests.

Example : Show me the way to post office.

Would you please show me the way to post office?

(i) Take me to your teacher.

(ii) Tell me something about your school.

(iii) Give me the details about your extra curriculur activities.

(iv) Provide me the information about books in your school library.

Here are some phrases to make polite request.
You may use
Do you mind ....?
Would you mind ....?
Could I ....?
Would it be ok if .... ?
Would it be possible ....?
Would you willing to ....?
May I ....?

WORD PLAY

ANAGRAMS

An anagram is a play on words created by rearranging the letters of the original words to make a new word or phrase. Anagrams can be fun and witty. We can often find examples of anagrams in everyday life.

For example, state - taste, dusty - study, save - vase, thing - night, etc.

Group Activity : Divide the class in four groups. The first group finds out anagrams of 3 letters, the second group finds out anagrams of 4 letters, the third and fourth group finds out anagrams of 4 and 5 letters respectively in the given time. The group which collects maximum anagrams in given time will be the winner.

Individual Activity : Make anagrams of the following words. Remember an anagram contains exactly the same letters no more no less only, in a different order.

• ten • dairy • glean • former • auctioned • listen • allergy • funeral • teacher • dormitory

MOTHER TONGUE OR OTHER TONGUE?

There are some words in English which sound like words in your mother tongue. But, if you consider the meaning and use, you realize that they are different words altogether.

For example :

Words	Meaning in English	Meaning in Marathi	Meaning in Hindi
Rose	a flower	daily	everyday
Sun/Son	a star/a male heir	festival/year	year
Piece/peace	a bit/calm	a feather	grind
calm	peaceful	work	work

Activity : Now complete the following table.

Words	Meaning in English	Meaning in Marathi
Boat	....	a finger
....	....	daughter in law
Rope	a strong cord	....
Lake	pond	....
name	a name of person place or thing	
more	much	....
case	suit	....

Find more such English words which would be meaningful in your mother tongue, too.

Riddles

Group Activity : The teacher divides the class in four groups. Teacher asks the groups to read the riddles and choose the correct answer for each one. The group that finishes correctly first is the winner.

- What comes down but never goes up ? ....
- What has hands but can not clap? ....
- What has a neck but no head? ....
- What can you see in a calendar as well as eat it up ?
- What belongs to you but is used more by others? ....

Live English

Traffic Signs and Road Safety

Santosh : Hello, Amruta, Happy Sunday! What's the plan today?

Amruta : Can we play chess?

Santosh : It's a good idea! But how about visiting a Language Lab?

Amruta : Wow! It's an innovative idea; I would really like to visit a Language Lab.

Santosh : So let's go on a bicycle.

(Santosh and Amruta keep on bicycling over a long distance.........)

Amruta : Santosh! We might have lost our route to the Language Lab.

Santosh : Yes, let's ask someone.

(They ask one elderly person.)

Amruta : Hello Uncle, could you help us to find the route of Language Lab?

Uncle : Oh! You have missed the route; did you not see the sign board at the last turn?

Amruta : We saw it, but could not understand the meaning of it.

Santosh : We are very sorry, Uncle. We should have studied traffic signs. After this visit, we will study traffic signs.

Uncle : Okay dear, don't worry, now go back and enjoy your visit, and do not forget to follow the traffic signs.

Amruta : Thank you, Uncle.

(1) Work in groups, discuss the following signs and share with the class.

(2) Search on Internet the following signs and discuss with your partner.

- ROUND ABOUT
- DANGEROUS DIP
- HUMP OR ROUGH
- BARRIER AHEAD

(3) Prepare a chart on traffic signs and display it in your classroom.

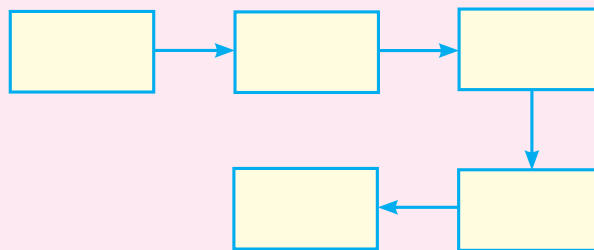
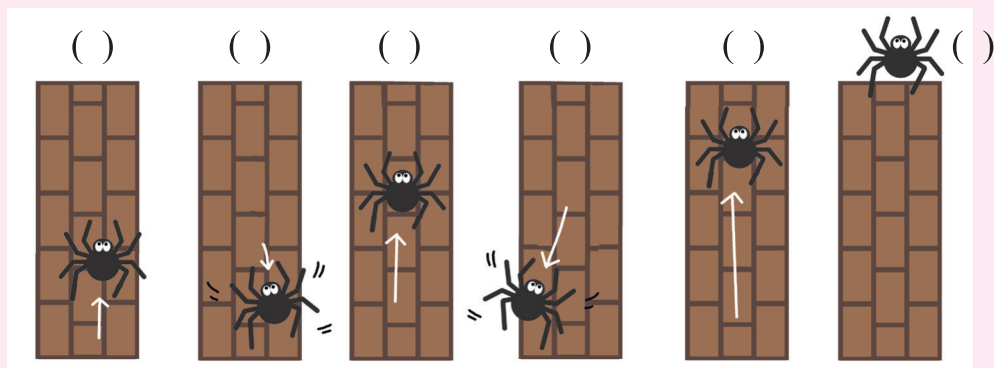
2.1 Try Again

WARMING UP !

CHIT - CHAT

(1) What do you like – poems or stories?
(2) What kind of poems do you enjoy the most?
(3) Do you think poems can inspire us?
(4) Do you remember any such inspiring poem?
(5) When did you learn or listen to it?
(6) What message do you get from it?

(1) (A) Form groups of six each. Everyone from the group should share an experience or a situation, where at first, he / she experienced failure, but after continuous efforts, achieved success.

(B) Decide which experience shared in the group is the remarkable. Fill the flow chart with the steps taken for success.

(2) See the images. Rearrange and write the proper line numbers for each, from those given below.

(1) The spider climbed again, a little higher.
(2) Yet, it did not give up and climbed higher and higher.
(3) It slipped and fell down.
(4) A spider began to climb a wall.
(5) Finally, it reached the top.
(6) It fell down again, the second time.

Moral : -- .

- **'Tis :** shortened form of It is
- **heed :** pay attention to

◆ *What should you do when you fail, at first?*

- **persevere :** keep trying till one achieves
- **strive :** try very hard/struggle

◆ *When do we generally feel ashamed?*

◆ *What rules must be always kept in mind?*

- **patience :** capacity to accept delay, without losing hope

Try Again

'Tis a lesson you should **heed**,
Try again;
If at first you don't succeed,
Try again;
Then your courage should appear,
For if you will **persevere**,
You will conquer, never fear,
Try again.
Once or twice, though you should fail,
Try again;
If you would at last prevail,
Try again;
If we **strive** 'tis no disgrace
Though we do not win the race;
What should we do in that case?
Try again.
If you find your task is hard,
Try again;
Time will bring you, your reward,
Try again;
All that other folk can do,
Why, with **patience**, may not you?
Only keep this rule in view,
Try again.

– *W.E. Hickson*

English Workshop

1. The following Anagrams contain words / phrases from the poem. Guess and write what they are.

(1) rainy tag = ...

(2) our cage = ...

(3) vet sir = ...

(4) red raw = ...

(5) tap niece = ...

(6) serve peer = ...

2. Pick out lines that convey the following from the poem.

(a) If you keep trying, without a doubt, you shall win.

(b) It is not shameful to struggle hard.

(c) When others can do the work, so can you, if you keep trying patiently.

(d) When you fail in your first attempt, make another one.

3. Find from the poem the Antonyms (opposite words) for the following.

(1) succeed × ....

(2) punishment × ....

(3) courage × ....

(4) stop / quit × ....

(5) lose × ....

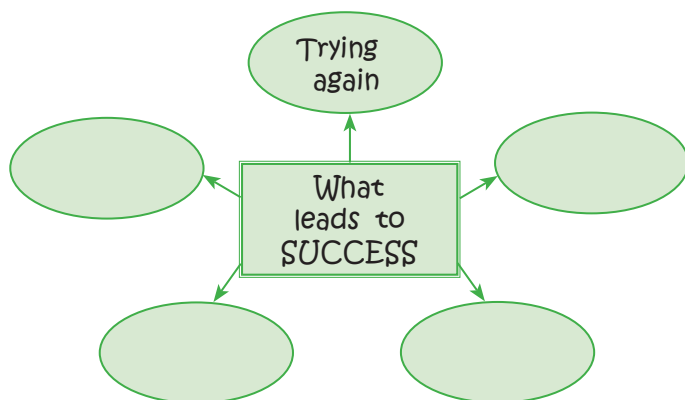
4. Answer in your own words.

(a) What lesson should be kept always in mind?

(b) What should someone who loses a race, do?

(c) What quality is important, when you are struggling for success?

(d) When can success have a greater value – when you get it easily or with difficulty?

5. Read the poem and fill in the web choosing points from it.

6. Most lines from the poem can serve as a Truth or a Proverb.

Pick out 3 or 4 such lines.

(1) ....

(2) ....

(3) ....

(4) ....

Using decorative styles, write the same lines to make a poster / posters and with permission put them up in your school building.

2.2 The House-builder

WARMING UP !

CHIT - CHAT

Make groups and discuss the following.

1. What is retirement from occupation?
2. When do people retire?
3. For what reasons do people have to retire from their occupation?
4. How do people spend their time after retirement?

(1) Discuss and match the professionals involved in construction with the work they do.

A	B
(1) Architect	(a) makes wooden framework of doors, windows etc.
(2) Engineer	(b) beautifies the inside of a home
(3) Building contractor	(c) does the flooring
(4) Carpenter	(d) plans and designs structure
(5) Mason	(e) ensures structure will be strong and stable
(6) Tiler	(f) builds walls, roof etc and plasters
(7) Interior decorator	(g) supervises construction, employs workers, professionals etc.

(2) A word can be broken up into units of pronunciation each having one vowel sound (with or without consonant sounds around it).

Each such unit is called a syllable.

For example :
- to, got, will, see etc. have just one syllable.
- fa-ther, ma-son, buil-der have two syllables.
- en-gin-eer, car-pen-ter, cons-truc-tion etc. have three syllables.

Write down names of any five of your classmates and break them up into syllables. Write down the number of syllables in each of their names.

A syllable is a single, unbroken sound of a spoken (or written) word. Syllables usually contain a vowel and accompanying consonants. Sometimes syllables are referred to as the 'beats' of spoken language.

The House-builder

This is a story of a **mason**, who worked for a building contractor. The mason always **strove** to do his work to perfection.

As soon as a house had been designed by the architect and details finalized by the engineer, the contractor would send for the mason and leave the responsibility of building the house to him. The mason would then, without wasting any time start his work. He would take great interest in his work of building and do it with full **dedication**. He made sure that he used the best construction material, of high quality, the measurements of the walls, doorways, arches etc. were perfect and he gave an excellent and appealing finish to whatever he built. The owners of the new houses built, would be more than satisfied with the construction.

Because of the **zeal**, **diligence**, loyalty and **persistence** that he displayed in his work, the mason was in great demand and fetched good business to his contractor. Subsequently the contractor, **recompensed** the mason, handsomely, with a very good salary. He could meet the needs of his family sufficiently, without any scarcity.

The mason thus continued working with great devotion for many years, till he became a grandfather. Then he decided that it was time to retire and spend time playing with his grandchildren. Being a firm-minded person, he informed his contractor of his decision to retire from house-building. The contractor was very **disheartened** to lose such an excellent workman and urged the mason to continue his job, but **to no avail**. The mason had made up his mind and refused to carry on.

Finally, the contractor convinced the mason to build one last house on a beautiful and convenient site, as a special favour. The mason agreed to do so with great **reluctance**, not too happily either.

The construction started. It was a most beautifully designed house to be built at a sought-after location. However, the mason could not put his mind and heart in his work. He did his work very roughly and

- **mason :** one who builds with stone, bricks, cement etc.
- **strove :** made great efforts etc.

◆ ***Why was the mason a very good workman?***

- **dedication :** commited to task or purpose
- **zeal :** great enthusiasm and energy in one's efforts.
- **diligence :** constant careful efforts
- **persistence :** continuous efforts
- **recompensed :** money given for work done

◆ ***What sudden decision did the mason take?***

- **disheartened :** felt disappointed
- **to no avail :** of no use
- **reluctance :** unwillingness

- ◆ *What was the contrast in the workmanship of the last house?*
- **legal** : connected to law
- ◆ *What shock awaited the mason?*
- **beaming** : smiling with great joy

carelessly, without interest or dedication. Even the building material used was of low quality; but he did not care. He simply wanted to complete the job in haste and finally retire.

The house was ready earlier than expected – very roughly made structures, weak walls, poor finish and did not look as good at all, as designed. Yet the mason did not care. He informed the contractor that the house was ready and he was waiting to hand over its keys to him.

The contractor arrived at the site. He had a file of **legal** documents in his hand. The mason handed over the new house's keys to him. But the contractor did not step forward to enter the house, to see it. Instead, with a broad smile, he handed over the file along with the house-keys to the mason and said **beaming** happy tone, "These are the ownership documents of this new house in your name. The house is yours. I had planned it as a gift for you."

English Workshop

1. Find from the story the Noun forms of the following.

(1) dedicate : ....
(2) measure : ....
(3) decide : ....
(4) perfect : ....
(5) own : ....
(6) give : ....
(7) responsible : ....
(8) persist : ....

2. Choose the proper phrase / expression to complete the sentences meaningfully.

(to send for, with full dedication, in great demand, to meet the needs of, make up one's mind, to no avail, to hand over)

(1) She does her job ....

(2) One should .... to help others, when needed.

(3) As Mr. Jadhav was transferred to Chennai he had .... his responsibilities to his assistant.

(4) The labourer's income was not sufficient .... his family.

(5) Because of a fault in the wiring, they will have .... an electrician.

(6) Mother tried hard to change her son's habits, but ....

(7) Mangoes from Ratnagiri are always ....

3. Read the story and answer in your words.

(a) The owners of the new houses built by the mason would be extremely pleased. WHY?

....

....

(b) The contractor compensated for the mason's good work. HOW?

....

....

(c) The mason made a firm decision to retire. WHEN?

....

....

4. Read the following words from the story aloud and fill them in the proper columns.

(story, work, perfection, architect, leave, building, full, door, way, quality, responsibility, measurement, great, many, avail, excellent, material, complete, sufficiently, ready, documents, broad, happy, ownership, subsequently.)

One syllabic	Two syllabic	Three syllabic	More than three syllabic

5. (A) Words that have the same sound / pronunciation, but differ in spellings and meanings are called Homophones. For example : hair - hare

Pick out from the lesson Homophones of the following words :

(1) waist ....

(2) knew ....

(3) lose ....

(4) maid ....

(5) grate ....

(6) won ....

(7) sight ....

(8) week ....

(9) would ....

(10) sea ....

(B) Select any three pairs of homophones from above and make simple sentences of your own to show the difference in their meaning.

(1) (i) ....

(ii) ....

(2) (i) ....

(ii) ....

(3) (i) ....

(ii) ....

6. 'Always do your best. What you plant now, you will harvest later'.

Write a paragraph on the above topic with an interesting example of the same.

2.3 The Little River

WARMING UP !

CHIT - CHAT

You must have been for a family / class picnic to a riverside picnic spot.

(1) What did you notice on the banks of the river?

(2) In which season did you go? Was the river flow gushing or gentle?

(3) Did you notice other people by the river? What were they doing?

(4) What should we do to make sure that rivers do not get polluted?

(1) (A) Fill up the table of seasons in India.

Time of the year	Season	English Name
1. Mid February to Mid April	Vasant	....
2. Mid April to Mid June	....	Summer
3. Mid June to Mid August	Varsha	....
4. Mid August to Mid October	....	Autumn
5. Mid October to Mid December	Hemant	Pre-winter
6. Mid December to Mid February	....	Winter

(B) Match the weather with the seasons.

(1) Winter	(a) hot
(2) Monsoon	(b) cool
(3) Spring	(c) pleasant
(4) Pre-Winter	(d) cold
(5) Summer	(e) windy
(6) Autumn	(f) rainy

Use calendar for better understanding of seasons, months and other details.

2. (A) Poets make the poems musical and different from prose by using many poetic devices.

One of them is using words that begin with the same sound in the same time.

For example :
- beautiful birds
- sad song
- stepping stone
- city site
- No one knows

This device is called **Alliteration** and belongs to set of similar devices, named Figures of Speech. Figures of Speech add to the beauty of a poem.

Now write five pairs of words that begin with the same sound.

(1) ....

(2) ....

(3) ....

(4) ....

(5) ....

(**Please note :** Here, the first sound is important, not the first letter in the spelling.)

(B) Poets also make use of words that resemble a sound. (The words are for example : bang, swish, beep, roar, tweet etc.)

Such words are called Onomatopoetic words. If they occur in some line of a poem, the Figure of Speech in that line is called Onomatopoeia.

3. Play a game.

Set a time limit of 5 minutes. Using letters from the word ONOMATOPOEIA make as many four/five/six letter words and write them down. The one who makes maximum number of words, within the time limit is the winner.

- ....
- ....
- ....
- ....
- ....
- ....

The Little River

Our little river, it **meanders** along;
In summer, the water is only knee-deep,
And cows and carts can cross it with ease,
For the banks, though high, are not too steep.

No sign of **slime**, the sands shine bright,
On one shore, **kash** fields blossom white.
Chirping mynahs through that site,
The jackal's howl is heard there at night.

Across lie groves of mango and palm;
The village priests dwell in their cool shade,
Girls and boys bathe close to the bank,
Splashing with their **gamchhas** as they **wade**.

At dusk and dawn, once their bath is done,
They dip **washcloths** to trap small fish.
To their household tasks the wives return,
Having used river-sand to **scour** each dish.

In Ashadh, clouds gather, the waters rise;
The river's **in spate**, the current grows strong.
The air is **rife** with **babbling** sounds,
As the muddy **torrent** swirls along.
The woods onshore **stir to life** again,
And our village wakens to celebrate the rain.

– Rabindranath Tagore

- **meanders :** flow with twists and turns
- ◆ ***How do we know that the river is just knee deep?***
- **slime :** thick slippery substance
- **kash :** tall grass with white feathery flowers
- ◆ ***What does one see along the banks of the river?***
- ◆ ***How do the young children enjoy in the river?***
- **gamchhas :** thin cotton towels
- **wade :** walk in a source of water where it is not deep
- **washcloths :** small cloth for washing face
- **scour :** scrub
- ◆ ***How does the river change in 'Ashadh'?***
- **in spate :** a sudden flood in a river
- **rife :** full of
- **babbling :** talking rapidly
- **torrent :** rapid flow of water
- **stir to life :** become alive with sound and movement

English Workshop

1. (A) Name the following from the poem.

(1) Two trees : ....

(2) Two animals : ....

(3) Two seasons : ....

(4) Two non-English words : ....

(5) Two different timings of the day : ....

(B) Pick from the poem words that describe sounds.

(1) .... (3) ....

(2) .... (4) ....

(C) Pick out words that describe the flow of the river-water.

(1) .... (3) ....

(2) .... (4) ....

2. (A) Find out five lines from the poem that contain the Figure of Speech – Alliteration. Underline the initial sound of words, repeated in each of the lines.

(1) ....

(2) ....

(3) ....

(4) ....

(5) ....

(B) Pick out 4 lines that contain the Figure of Speech 'Onomatopoeia'.

(1) ....

(2) ....

(3) ....

(4) ....

3. Rearrange the words in Alphabetical order.

(1) summer, sign, slime, sand, shade, stir, scour, sound, swirl, strong

....

....

(2) banks, blossom, boys, bathe, babbling

....

....

(3) these, though, too, throng, there, their, they, trap, torrent

....

....

4. What aspects from the poem do the following phrases describe?

(a) their cool shade ....

(b) only knee deep ....

(c) not too steep ....

(d) housework on the river bank ....

(e) in spate ....

(f) rife with sounds ....

5. The poem describes two different pictures of the river in summer and in rainy season.

Write down four points of contrast in the changing scene of the river.

	In Summer	In Monsoon
1.	....	....
2.	....	....
3.	....	....
4.	....	....

6. Guess who I am.

I always run, I never walk.

I often murmur, but never talk.

I have a bed, but never sleep.

I have a mouth, but hardly eat.

I love to fall, but can't climb up.

Guess who I am. Please don't give up.

Encourage students to find different riddles in English. They can use them as a language games.

Try to translate the above riddle in your medium of instruction, in a poetic form.

7. Imagine you were at a river-side class picnic and slipped and fell into the river, while playing games. Write in about 12 - 15 lines how your classmates saved you.

2.4 Excuses ! *(A Skit)*

WARMING UP !

CHIT - CHAT

Form groups and chat about the following.

(1) Do you come to school on time, everyday?

(2) What do you feel, when you are late?

(3) What action is taken in school, on late-comers?

(4) Do you give excuses for your late-coming? Are they true or fake?

(5) Why is punctuality so important in life?

Enjoy the jokes !

(1) (a) Teacher : Asif, why are you crawling into the class?

Asif : I am sorry teacher. But yesterday you warned me not to walk into the class late. So ....

(b) Teacher : Sharvari, you are regularly late to school. Don't you feel ashamed? Why do you come to school so late?

Sharvari : I am sorry, Madam. But on my way to school there is a road sign that says, 'Go Slow'. And ma'am you have instructed us to always follow what road signs say.

Can you underline the words in the joke that were used as excuses for late-coming?

Now discuss within groups and share some simple jokes about teachers and students. Try to write one or two such jokes in your own words in the above format.

(2) Reported Speech

Speech or dialogues can be reported in 2 ways – Direct and Indirect. When exact words of the speaker are reported we call it **Direct speech**. When exact words of the speaker are not reported, but just its contents we call it. **Indirect speech**.

Direct speech : Amar said, ''I shall come to meet you tomorrow, Sanket.''

Indirect speech : Amar told Sanket that he would go to meet him the next day.

Note down the changes you observe in the Indirect Speech.

(1) ....

(2) ....

(3) ....

(4) ....

Excuses ! *(A Skit)*

Characters :
Ritesh : A school student
Mrs Sen : His class teacher

Scene : A classroom

Ritesh : May I come in, Madam ?

Mrs Sen : Now? Don't you think you are early ?

Ritesh : Pardon, Ma'am ?

Mrs Sen : I mean for the second period. You are too early for the second period.

Ritesh : I am so sorry ! Ma'am, I'm really sorry. I started well in time from home, you won't believe what happened.

Mrs Sen : Hmm, We'll see. Let's hear the story first. What happened? **Nothing short of** an earthquake, I 'm sure.

Ritesh : No, Ma'am, really, Ma'am. Honestly, Ma'am.

Mrs Sen : Go ahead. Go ahead.

Ritesh : I was walking to school as usual, I was half way down the narrow lane that leads to the market. Suddenly, I heard a scream from the main road.

Mrs Sen : And of course, you had to **investigate** !

Ritesh : Yes, Madam, I had to find out if someone needed help. And sure enough, there was this person lying near the **pavement** – he was **groaning** with pain.

Mrs Sen : So, you took him to Dr Jadhav.

Ritesh : No, Ma'am, I didn't get the chance. Just as I reached that man, another man came running out of the shop there, with a packet in his hand. And the shopkeeper also ran out shouting, "Chor! Chor! catch him!"

Mrs Sen : Amazing ! Quite a handful for you **to deal with** and all at once ! What did you do then ?

Ritesh : Yes, Ma'am, but the most amazing thing happened then. That man near the pavement– he, too, got up and began to run with the thief.

- ◆ ***In what sense was Ritesh 'early'?***
- ◆ ***What was the first reason why Ritesh was delayed?***

- **nothing short of** : nothing less than
- **investigate** : carry out a systematic search to discover truth about some incident
- **pavement** : a footpath of the sides of a road.
- **groaning** : making painful sounds
- **to deal with** : to handle

Without losing a moment, I ran after them.

Mrs Sen : And then you caught them and took them to the police station !

Ritesh : We couldn't do that, Ma'am. They just **vanished** around the corner. All this happened so fast.

Mrs Sen : Then why are you late ?

Ritesh : That's not all. I realized that I had left my bag at the shop in the mad rush. So I ran back to get it.

Mrs Sen : And it wasn't there !

Ritesh : No, Ma'am, it was there all right, but there was a huge, hairy, brown dog sitting on it. I didn't know what to do.

- **vanished** : disappeared

◆ *What made Ritesh go back to the shop?*

Mrs Sen : Interesting ! A dog on a bag in a shop !

Ritesh : Yes, Ma'am. Even the shopkeeper was surprised. He didn't know where the dog had come from. How that dog **growled** ! We tried all kinds of things to make it move – whistling and clapping, and showing him the stick but he wouldn't **budge,** and I couldn't leave without my school-bag.

Mrs Sen : But I see that you got your bag finally.

Ritesh : Yes, Ma'am. Finally the shopkeeper gave me some biscuits. I offered the biscuits to the dog and **lured** him away from the bag.

Mrs Sen : OK. So let's say that **accounts for** fifteen minutes.

- **growled** : angry sounds made by animals
- **budge** : move

◆ *When did the dog finally leave the school-bag?*

- **lured** : attracted to do something
- **accounts for** : reports what happened

Ritesh : But there's more, Ma'am. The poor dog began to follow me to school. It looked so poor and lonely and small.......

Mrs Sen : Small ? Did you say small ?

Ritesh : I mean young, Ma'am. It was big in size but it was only a puppy, really. And it looked lost. Maybe it was looking for its mother or owner and I thought it was asking for my help. So I began a enquire with the other shopkeepers and passers by, but nobody could tell and couldn't leave it behind.

Mrs Sen : And then you found the owner ? Who was it ?

Ritesh : That's the funny part, Ma'am. The puppy itself found the owner. It saw someone across the road and just bounded towards the person. I was so **relieved**. Then I turned and ran straight to school.

Mrs Sen : Good boy ! Now that your good deeds are done, there's something else you can do. There's a story-writing competition coming up. Would you like to send an entry ?

Ritesh : Who Ma'am ? Me, Ma'am ? Now..... I wouldn't know what to write. I'm not good at making up stories.

◆ *How did Ritesh describe the same dog, the second time?*

• **relieved** : no longer worried

◆ *Why did Ritesh refuse to take part in the story-writing competition? Can you believe his last excuse for refusing to take part?*

English Workshop

1. Complete the following by inserting the correct words from the skit.

(1) The heavy load would not ....

(2) The police arrived to .... the crime.

(3) My friend .... me to eat chocolates in the classroom.

(4) I was .... to find my lost notebooks.

(5) The injured child kept .... with pain.

(6) He stole the cash and .... in the dark night.

2. Rearrange the order of the following events as per the narrator.

(1) The dog began to follow Ritesh to school.

(2) The groaning man joined the thief and ran away.

(3) A huge dog was sitting on Ritesh's school - bag.

(4) Ritesh heard a scream from the main road.

(5) A thief came running out of a shop.

(6) A man, groaning, with pain was lying near the pavement.

(7) The dog refused to move.

(8) The dog itself found its owner.

3. Discuss and write the answers in your own words.

(1) Were the excuses given by Ritesh for his late arrival, true? Give reasons for your response.

(2) Did the teacher believe Ritesh's stories? How do you know that?

(3) Why did the teacher suggest that Ritesh should enter the story-writing contest?

(4) What according to you is the best way to correct children, who are regularly late to school?

4. Report the following in Indirect Speech.

(1) **Ritesh :** May I come in, Madam?

....

(2) **Mrs Sen :** Ritesh, you are too early for the second period.

....

(3) **Ritesh :** I had left my bag at the shop.

....

(4) **Ritesh :** I am sorry, Ma'am!

....

(5) **Mrs Sen :** There's a story - writing competition.

....

5. Imagine there is story-writing competition in your school.

Frame a notice about the same, to be put up on a notice-board.

Cover the following points.

- Name of the competition
- At what levels
- Date, Time and Venue
- Duration fixed for writing the story
- Points to be considered while judging winners.
- Prizes
- Contact person for participant entries.

Ask the students to bring different types of notices published in English news papers. Observe the language, vocabulary and structure used.

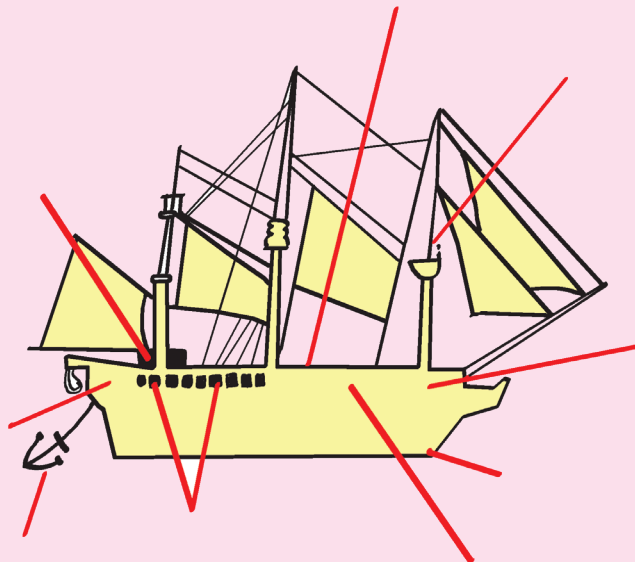
2.5 A Heroine of the Sea

WARMING UP !

CHIT - CHAT

(1) Do you like courageous or cowardly people?
(2) Why do you like courageous people?
(3) How can we boost our confidence and courage?
(4) According to you who are more courageous, men or women?
(5) What situations / background provide us courage?

(1) Read the names of the parts of a ship and their description and label the diagram of the ship below.

(a) anchor - an inverted T shaped structure of iron to hold a ship on the spot
(b) beam - broadest part of a ship side to side
(c) bow - front part of a ship
(d) bilge/keel - bottom of a ship
(e) bridge/cockpit/wheel house - control cabin of a ship
(f) crow's nest - top most part / post of a ship from where a sailor can look out
(g) hull - portion of the ship seen above sea-water level
(h) part holes - small windows on the side of a ship

A Heroine of the Sea

- ***What role did the lighthouse play?***

- **fierce** : violent or aggressive

- **shipwreck :** the destruction of a ship at the sea by sinking

- ***What efforts did Grace's father take to educate his children?***

- ***What was Grace always unhappy about?***

Around the rocky coast of England stand many lonely lighthouses. Their lights, shining across the sea, warn sailors at night of dangerous rocks. When they see the lights sailors take their ships far out to sea. But sometimes **fierce** storms drive ships on to the rocks. This is the story of a brave girl and of a **shipwreck** on the rocks one night in 1838.

Grace Darling was the daughter of a lighthouse keeper. She had lived all her life in lonely lighthouses, far away from towns and cities. There was not even a village near their home. Their nearest neighbours were many miles away. But Grace's father was a wise and educated man who brought up his children very carefully. Grace and her brothers and sisters were all taught to read and write. Their father also taught them to be honest and brave and unselfish.

When Grace was ten years old the family went to live in the Longstone lighthouse. Their new home was on some wild islands, near the east coast of England. The Darling children grew up here. When they were older they left their lonely home, one by one, and found work in the cities. At last, all of them had left the lighthouse, except Grace, who stayed at home to help her mother and father. She had not grown very tall. She was only a little woman, not at all like her father, who was more than six feet tall.

On the night of September 6th 1838, a terrible storm was blowing. Grace was used to storms. She herself was warm and safe in the big lighthouse. But she was always unhappy about the poor sailors who were at sea in the storm.

She did not know that a terrible thing was happening that night. That night a ship was wrecked upon the rocks. Grace and her parents did not hear the sound of the crash. The noise of the wind and the waves was too loud. They could not hear anything else. But a ship called the Forfarshire had hit the rocks a mile away from the lighthouse. Most of the passengers were drowned, but nine men and women were able to climb on to a rock. The wind nearly blew them into the sea

as they clung to the bare rock. In the distance they saw the warm light of the lighthouse. But of course their shouts and screams were not heard. All night they clung there in the storm.

Next morning at six o'clock Grace was dressing. She looked out of her window and saw the storm was still blowing. Suddenly she stopped! Wasn't there something on the distant rocks? Calling her father, she looked again. Yes, there were certainly people **clinging** on to the rocks. But they were half under the sea!

'We must **rescue** them before they are drowned!' cried Grace. We must do something! Will you ever sleep again, Father, if they die?

William Darling was a brave old man, but he shook his head. 'It is hopeless,' he said. ''We can do nothing. How can I row a boat by myself through these waves? If only I had another man here to help me!"

'I can help you, Father,' cried Grace. 'I can row a boat as well as any man, can't I? I am small but I am strong. You and I have often rowed together. We can reach those unfortunate people!'

Mrs Darling was with her husband and daughter at the window. 'No, no!' she exclaimed. 'How will it help those poor people if you are drowned? You cannot row in this storm. Do not try! A girl like you, Grace, cannot do a man's job. Let us pray for them, husband. God will help them, perhaps, but we cannot!'

Grace was determined, however. She argued until at last her father agreed. Poor Mrs Darling, **with a heavy heart**, helped them to get the boat out. She watched and prayed as they **set off**.

Anyone who has seen a storm at sea can imagine that journey. The boat went up and down over waves as high as hills. Sometimes it stood on one end, sometimes on the other end. It went up, up to the top of a wave and then down, down into a great valley between the waves. Every time they went down the boat nearly went under the water.

But little by little, pulling with all their strength on the **oars**, they came nearer the rocks. The wind and the rain were so strong that Grace could not see the

- **clinging** : attach oneself to
- **rescue :** to save (someone) from dangerous or difficult situation

◆ ***What did Grace notice from her window?***

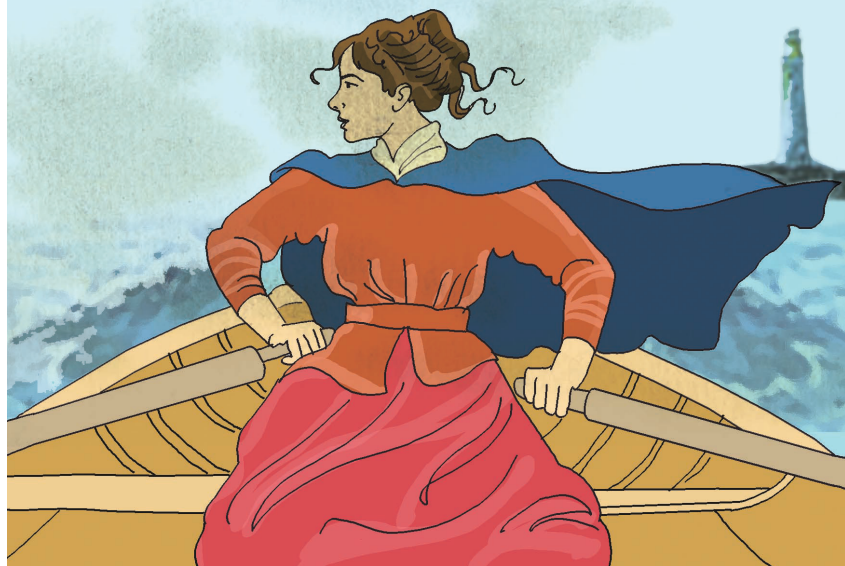
- **with a heavy heart** : sadly
- **set off :** began a journey
- **oars :** a pole with a flat blade, used to row or steer, boat through the water

- *How did Grace and her father come to the rocks?*
- *At the most, how many could the boat carry?*
- *How did the Darling family become famous?*

men and women clinging to the rocks. She only heard their cries for help. She needed all her strength to hold on to the oar, which was bigger than herself.

At last they came close to the rocks. William Darling was able to jump on to the rocks while Grace, all alone, held the two men into the boat. The two sailors from the wrecked ship were able to row. They helped the Darlings during the long journey back to the lighthouse. Then Grace and the three women got out. Old William Darling and the two sailors rowed back across the dangerous sea to rescue the four men still on the rock.

Grace did not have any time to rest now. All that day she was busy helping her mother to warm and feed the rescued passengers. After several days these passengers were able to return to their homes in England. They told the story of the brave girl and her father to their families and friends. Suddenly Grace Darling and her father were famous. The story of their heroism was told in the newspapers. Money was raised to help all the lighthouse keepers in their dangerous, lonely lives. Grace and her father were given a special reward for their heroism. Poor Grace did not live long after the rescue. She died at the age of twenty seven. But she is still remembered for her unselfish courage. She risked her own life for others.

English Workshop

1. Find from the story the antonyms of :

coward	×	....	rare	×	....
carelessly	×	....	disagreed	×	....
selfish	×	....	enemies	×	....
happy	×	....	forgot	×	....

2. Pick out words from the story, make a list of 8 words related to sea-travel.

For example : lighthouse

(1) .... (5) ....

(2) .... (6) ....

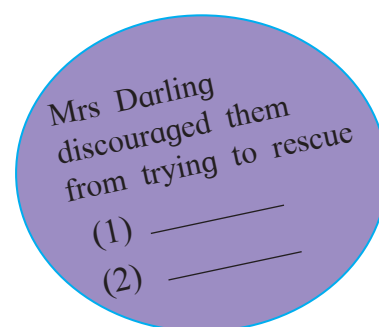
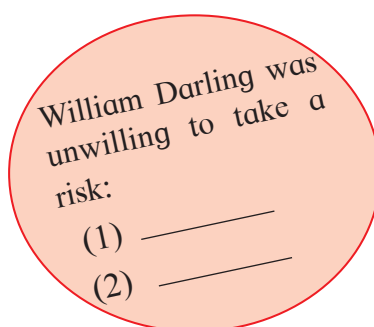
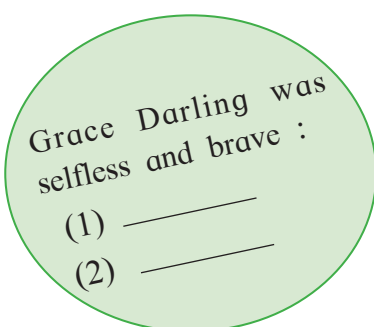
(3) .... (7) ....

(4) .... (8) ....

3. Write any two dialogues from the story which prove the following :

Grace Darling was selfless and brave :
(1) ________
(2) ________

William Darling was unwilling to take a risk:
(1) ________
(2) ________

Mrs Darling discouraged them from trying to rescue
(1) ________
(2) ________

4. Answer in short in your own words.

(a) She stayed back home, with her parents WHO?

(b) A ship was wrecked that night. WHY?

(c) Nine men and women did not drown. WHY NOT?

(d) Grace said she would help her father to rescue. HOW?

(e) Using all their strength to row, they came there. WHERE?

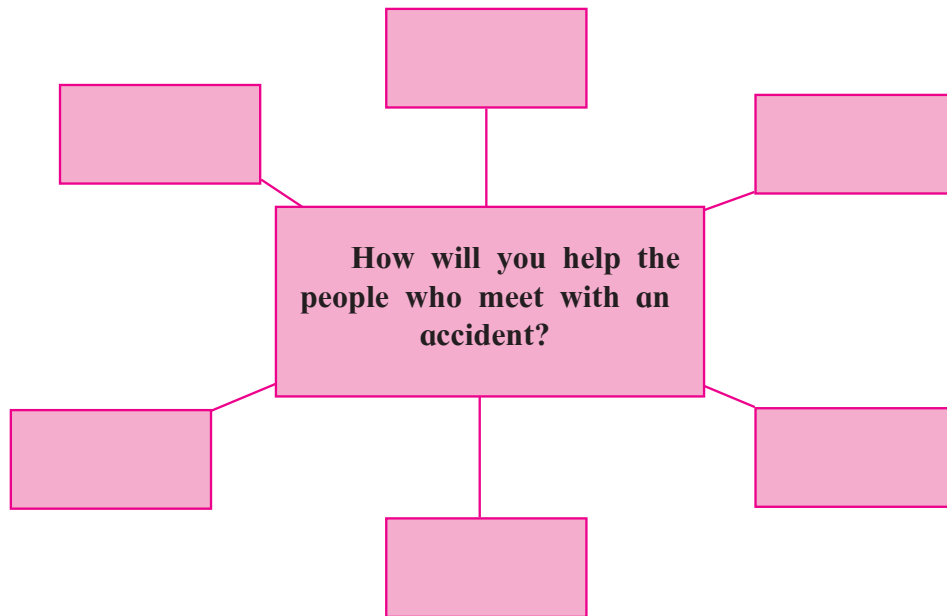
5. How can you, as a young student, help people in a terrible road accident. Write 5 types of action you can take.

(1) ....

(2) ....

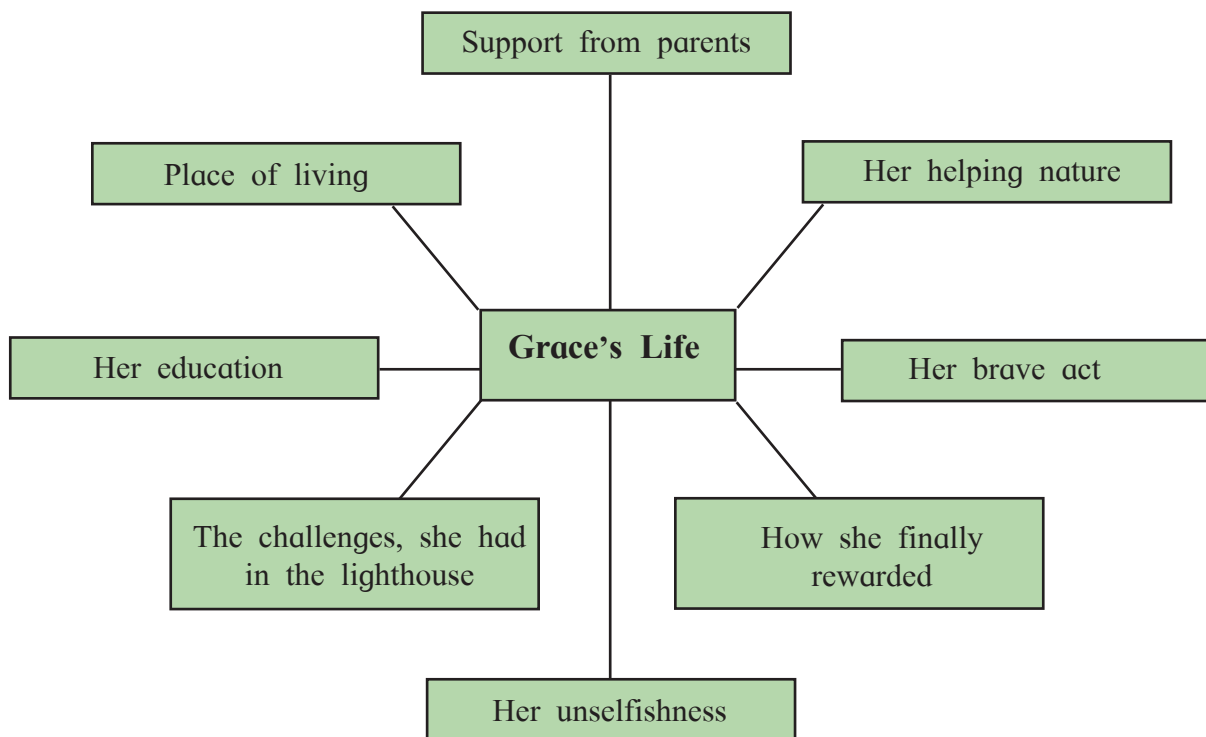
(3) ....

(4) ....

(5) ....

6. Things to do :

(i) Describe the life of family who lives in lighthouses.

(ii) Rewrite the story in your medium of instruction.

7. Discuss in groups and write about the life of Grace using following guide lines.

8. Imagine you have read in the News about how Grace Darling's courage saved some ship-wrecked people. Write a letter of congratulations to her and her family for the brave, humane act.

Language Study

(A) Choose the correct Question Tag from the alternatives.

(i) She was only a little woman,

(a) was she? (b) wasn't she? (c) wasn't you? ....

(ii) Grace did not have any time to rest,

(a) did she? (b) didn't she? (c) wasn't she? ....

(iii) She risked her own life,

(a) did she? (b) didn't she? (c) was she? ....

(B) Choose the proper Modal to fill in the gap.

(i) They .... hear anything else. (does not / could not / have not)

(ii) Nine men and women .... climb on the rock. (has / does / should / could)

(iii) .... you ever sleep again? (must / will / may)

(iv) We .... do something. (must / need / would)

(C) Match the sentences with their types :

Sentence	Type
(a) Do not try.	(i) Exclamatory
(b) Will you ever sleep again?	(ii) Assertive (Statement)
(c) Grace did not have any time to rest now.	(iii) Interrogative
(d) ''No'', no! She exclaimed.	(iv) Imperative

Tag questions or Question tags are often used to confirm information that we think, we know is true. If the main clause is affirmative the question tag is negative and if the main clause is negative question tag is affirmative.

WORD PLAY

WORD LADDER

(1) Word Ladder is a word game.

- Players can get a starting word and an ending word.
- Starting and ending words must be of the same length.
- Players can change one letter at a time, attempting to move from the starting word to the ending word.
- Each intermediate step must be a valid word and no proper nouns allowed!

See the following word chain –

(1) HARD to EASY : hard - hare - care - cart - cast - east - easy

(2) Taking a pig to a sty.

Pig - wig - wag - way - say - sty

Work in pairs and try to build ladder.

- COLD to HEAT
- CAT to DOG
- MAN to APE
- TEA to POT

WORD CHAIN

(2) Word chain : Word chain is a word game that begins with the letter that the previous word ended with.

Activity : Ask the participants to sit/stand in a circle and explain the rules of the game. Give any word/topic/theme of the word chain.

For example :

Theme (1) Noun

(2) Adjectives

(3) Verbs

(4) In general

Now prepare a word chain beginning with given words.

Nouns ⟶ Teacher ⟶ R .... ⟶ ....

(1) Player ⟶ .... ⟶ .... ⟶ ....

(2) Verbs ⟶ .... ⟶ .... ⟶ ....

(3) General ⟶ .... ⟶ .... ⟶ ....

TONGUE TWISTER

(3) Tongue Twister : Tongue Twister is a sequence of words or sounds, typically of an alternative kind, that are difficult to pronounce quickly and correctly.

Examples : • Peter piper picked a pack of pickled peper.

- Saina leads, Sayali needs.
- A big black bear sat on a big black rug.

Activity : Use the internet and find out minimum 5 tongue twisters and present it in the class.

(A) Just one new word a day :

Listen to or read something in English till you come across a word that is new to you. It could be even the first word that you read or hear. You may find a new word anywhere – in your textbook, in a newspaper, on a board or hoarding, on TV or radio, etc.

- Write down the new word on a card.
- Look it up in a dictionary and learn it.
- You may talk about it to your teacher/friends/elders.
- Try to use it in a sentence of your own.
- Put all the words you have collected so far in alphabetical order.
- Make sure that your word cards are always arranged in alphabetical order.
- When you add a new word card to your collection, insert it at its proper place in alphabetical order.

(B) Question a day :

- Frame or choose a simple question on your own.

  You should also know the appropriate answer to it.
- Practise using the question and answer with your friend.

  You must use a new question every day.

(C) A sentence a day :

- Frame a meaningful sentence in your mother tongue on your own.
- Translate it into English.

(D) Better your work :

- Find words which sound the same, but have a different meaning.

  For example, right and write.

OR

- Find words which have the same spelling but different pronunciation. For example, read : pronounced as reed and as red.

OR

- Find words which look the same, sound the same but have a different meaning. For example, light, which means not heavy and also 'the sun's light, lamp light,' etc.

Live English

My First Aid Kit

(Naresh had some minor bruises on both his knees, while trekking, during his school trip.)

Asif : What should we do now? How can we stop the bleeding?

Naresh : Asif! Shall we talk to our teacher?

(The teacher saw Naresh and Asif and rushed towards them.)

Teacher : Oh! Are you in great pain, Naresh?

Naresh : Yes Sir. But don't worry.

Teacher : Asif go and bring the First Aid Box.

(Asif brings the First Aid Box and opens it.)

Naresh : Is it First Aid box, Sir?

Teacher : Yes, it is!

Asif : How can we treat Naresh with this kit Sir?

Teacher : Please go through First Aid Manual.

First Aid Manual

- Wash the wound with distilled water.
- Apply antiseptic cream on wound and cover it with cotton.
- Bind up the wound with a bandage.
- After taking First Aid, immediately consult the nearest doctor.

(1) Work in pairs. Discuss the uses of following items from First Aid Kit. Share with your class.

Cotton, Band-Aid, Paracetamol, Antiseptic cream, Bandage, Adhesive tape, Distilled water, Hand gloves

(2) Search on Internet for more First Aid Kit items and their uses. Share with your class.

(3) Make your own First Aid Kit for your home.

3.1 "Why?"

CHIT - CHAT

(1) Why do we ask questions?
(2) Do we get answers to all questions?
(3) How are questions useful in our life?
(4) Do we think critically, without questions?
(5) Which five 'Wh' words are used to frame questions?

(1) Many WHY? questions of your childhood must have been answered by now. Yet you may want to know the 'WHY' of many facts. Write down 5 such questions based on reason/cause. One is done for you.

For example : Why do penguins live only in Polar region?

(1) .... ?
(2) .... ?
(3) .... ?
(4) .... ?
(5) .... ?

(2) Insert the proper question words to complete the questions to get the expected answer given in the bracket.

(How / When / Where / What / Who / Whose / Which / Why)

(1) .... is the capital of Maharashtra ?
(Mumbai)

(2) .... is your school located?
(On S.B. Road)

(3) .... is your examination going to begin?
(Next Monday)

(4) .... does the old man walk?
(Slowly)

(5) .... colour is your favourite?
(Blue)

(6) .... teaches you English?
(Mrs Ashwini Patil)

(7) .... are you late to school?
(My bicycle got punctured on my way to school.)

(8) .... pen have you borrowed?
(Aman's pen)

"Why?"

I know a curious little boy
Who is always asking, "why?"
Why this, why that, why then, why now,
Why not, why by-and-by?

He wants to know why wood should swim,
Why lead and marbles sink;
Why stars should shine and winds should blow,
And why we eat and drink.

He wants to know what makes the clouds,
And why they cross the sky;
Why sinks the sun behind the hills,
And why the flowers die.

He wants to know why wind should come
From out the **bellows**' nose;
Why **pop-guns** should go pop and why
The ocean **ebbs** and flows.

He wants to know why fish have **gills**,
And why boys cannot fly;
Why steam comes from the **kettle's spout**,
And rain falls from the sky.

He wants to know why coal should burn,
And not a bit of stone;
How seeds get in the apple-**core**,
And **marrow** in the bone.

- ***Is the little boy really curious ? How do you know it?***
- ***What does the boy want to know about clouds ?***

- **bellows :** an apparatus for blowing air
- **pop-gun :** a toy gun

- ***What blows out of bellows?***

- **ebb :** tidewater moves away from the land.
- **gill :** the respiratory organ of fish
- **kettle's spout :** a pipe of kettle through which tea/liquid can be poured.
- **core :** the centre of fruits
- **marrow :** a soft fatty substance in the cavities of bones

He wants to know why ice should melt;
Why spiders eat the flies;
Why bees should sting and why the yeast
Should make the **dough** to rise.

Some of his whys are not too hard
To answer, if you'll try:
But other no one ever yet
Has found the reason why.

- *What helps the dough to rise?*

- **dough :** a thick mixture of flour, water etc. ready to be baked into bread.

English Workshop

1. Read the poem, discuss and complete the following blanks with proper action words. (Verb)

- wood – swim
- marbles – sink
- stars – ------------
- winds – ------------
- sun – ------------
- flowers – ------------
- ocean – ------------
- fish – ------------
- rain – ------------
- ice – ------------
- bees – ------------

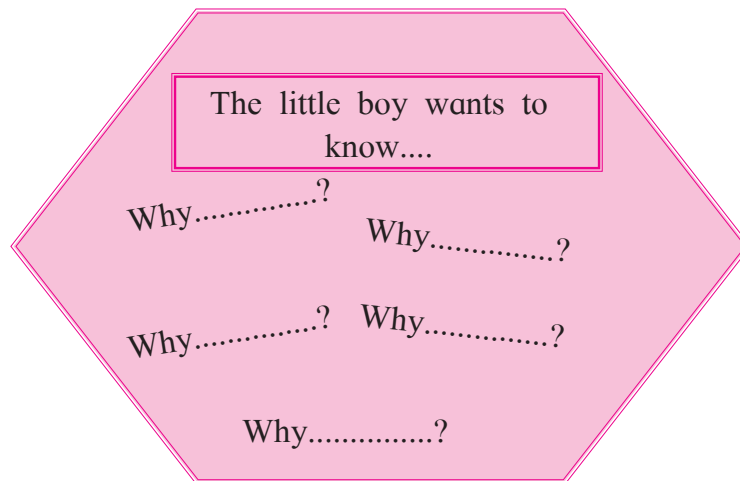
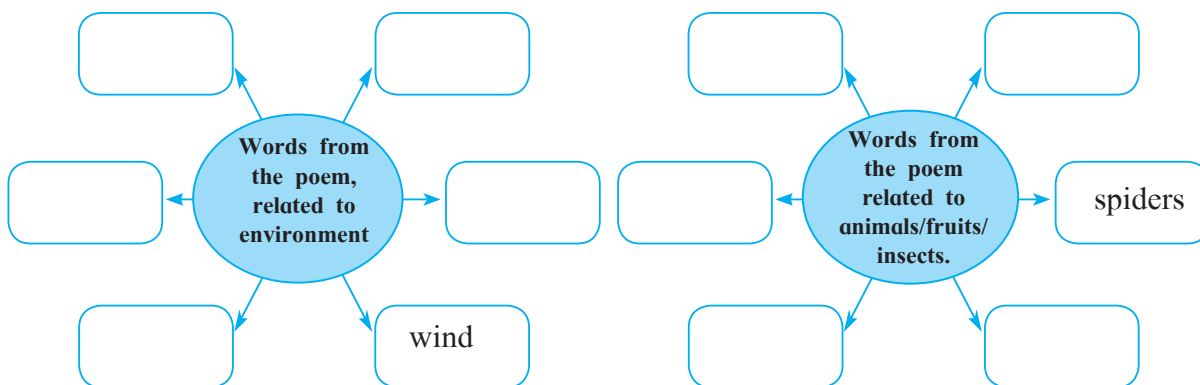
2. Discuss in pairs and write the rhyming pairs of words from the poem.

(1) ------------------------- (2) -------------------------
(3) ------------------------- (4) -------------------------
(5) ------------------------- (6) -------------------------

3. Why this, Why that, Why then, Why now, Why not, Why by-and-by?
In these two lines the word 'why' is repeated, so it is a Figure of Speech called Repetition.

> **Repetition :** It is a Figure of Speech in which one or more words are repeated in the same sentence. Example : Son, son it gives me a great joy.

Now, find out the lines from the poem which show Repetition.

4. **Complete the web diagram.**

5. **Complete the following blanks from the poem. (Pair Activity)**

6. **Imagine a senior student from your school has won a national level Quiz Contest. Frame 8 to 10 Interview Questions that you would ask when you interview him / her at the school assembly, about the achievement.**

Word Chain : Complete the word chain.

Example : eat – tiger – run – nose – easy

(1) sky – yak – k ________ – ________ – ________

(2) cloud – duck – k ________ – ________ – ________

(3) wind – d ________ – ________ – ________

(4) star – r ________ – ________ – ________

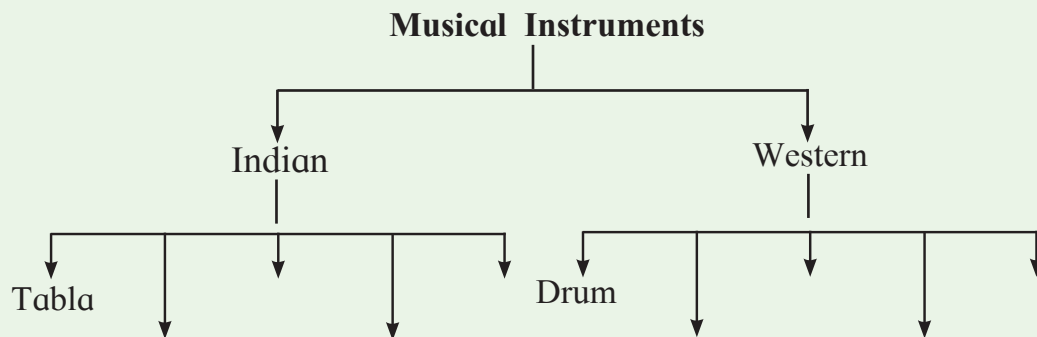
(5) why – y ________ – ________ – ________

3.2 The Song of Songs

WARMING UP !

CHIT - CHAT

(1) Do you like to listen to music/songs?
(2) What types of songs do you sing?
(3) Who is your favourite singer?
(4) When do you sing?
(5) Do you practise singing under the guidance of a *Guru*?
(6) What is difference between folk music and classical music?

(1) Discuss with your friends and write down the names of 5 to 6 Indian musical instruments and those used in Western music.

(2) A 'Raag' or 'Raga' is a music piece in Indian Classical music which is sung or played in a fixed combination of 5 to 6 basic musical notes.
From any singer/musician or the Internet write down the names of any five Ragas and on what ocassion they are best sung.

RAAG	OCCASION
1. Raag Malkauns	late night
2.	
3.	
4.	
5.	

The Song of Songs

- **exhausted :** tired
- **exquisite :** very fine and pleasing
- *Who is the musician?*
- *How does Emperor Akbar praise Tansen?*
- *How was Akbar different from other rulers of that time?*
- **summoned :** called
- **enraged :** filled with anger
- **austere :** simple
- **persuade :** try to convince
- *Who was the musician that Tansen was talking about?*
- **deliberate :** purely made
- *Why did Tansen make deliberate mistake?*

Slowly, gently, the **exhausted** musician laid his tanpura on the carpet. The **exquisite** strains of Raag **Darbari** still vibrated within the hall. Emperor Akbar looked up, his eyes lit with admiration. "Wonderful!" he said. "Superb! I listen to you every day, but I can't seem to have enough!"

Tansen bowed in silent gratitude.

"I think you have the most wonderful voice in the world!" said Akbar.

"But I don't, Shahenshah!" said Tansen with a smile. "There is someone who sings far better than I do."

"Really?" cried the disbelieving Akbar. "Then I must have him sing in my court. Can you arrange it?

Tansen shook his head. "I'm afraid he will not come, Sire."

"What ! Not even if he hears that the emperor himself has **summoned** him?"

"No, not even then."

This reply would have **enraged** any other emperor.

But Akbar was different. "Very well, Ustadji," said Akbar, smiling into Tansen's half-scared eyes. "If he doesn't come, I shall go to him, myself. Will you take me to him?"

"Yes, Sire, provided you do not come as the Emperor of Hindustan."

"I shall go as a humble lover of music."

Sant Haridas was the man, Tansen had spoken of. He had been Tansen's music teacher and he lived the **austere** life of a hermit. When Tansen and the emperor reached his hut, he was busy with his daily chores. When they asked him to sing, he smiled but said firmly, "I'm long past the age for singing." Even his favourite pupil could not **persuade** him to change his mind.

But Tansen knew how to get round him. He offered to sing before his *guru*. And he made a **deliberate**

mistake. ''That's not the right note, Tansen,'' cried his teacher, amazed. ''What has happened to you?''

Tansen did not seem to understand his teacher and he made the same mistake again. **Exasperated**, Sant Haridas took the tanpura from Tansen's hands and sang the right note. Then he went on to the next and the next!

The music spread across the forest, like the first glimmer of dawn or the fragrance of jasmine. Both Akbar and Tansen listened to him as if they were **hypnotised** and the emperor realized that Tansen had spoken the truth. He had not known that music could be like this! He had certainly never heard anything like it before.

As they walked back, the emperor suddenly broke the silence to ask Tansen, ''Why can't you sing like him, Ustadji?''

Tansen smiled. ''Shahenshah, I sing at your command, the command of the Emperor of Hindustan. But Guruji sings for one who is Master of even kings! GOD! His music springs from the depths of his soul, free and unasked for. How can I expect my music to be so beautiful and **divine**?''

- **exasperated :** irritated, angry

◆ ***What is the music that spread across the forest compared to?***

- **hypnotised :** captured full attention

◆ ***What reason did Tansen give for his Guruji's outstanding music?***

- **divine :** of or like God

English Workshop

1. Frame your own sentences by using words/phrases.

(i) Wonderful (ii) Superb (iii) Very well (iv) So beautiful and divine

2. From the story make a list of words related with 'music'.

(1) .... (5) ....
(2) .... (6) ....
(3) .... (7) ....
(4) .... (8) ....

3. Who said to whom and when/why?

Who said to whom?	Who	Whom	When/Why
(1) Then I must have him sing in my court.			
(2) I shall go as a humble lover of music.			
(3) What has happened to you?			
(4) How can I expect my music to be so beautiful and divine?			

4. Match the sentences with their types.

(A) Sentences	(B) Types
(1) What has happened to you ?	(a) Exclamatory
(2) I am long past the age for singing.	(b) Interrogative
(3) Wonderful !	(c) Statement / Assertive
(4) No, not even then!	(d) Imperative
(5) Take me to him.	(e) Negative

(1) .... (2) .... (3) .... (4) .... (5) ....

5. Make as many words as you can from the word : EXASPERATED

6. Write T for True, NT for Not True and CNS for Can Not Say :

(i) Emperor Akbar greatly admired Tansen's music, but now he was bored with it.

(ii) Akbar was arrogant and expected all his subjects to obey his commands.

(iii) Guruji recognised the king.

(iv) Inspite of being a great singer, Tansen continued to make deliberate mistakes.

(v) Any effort dedicated to God turns to be the best.

7. Discuss and write briefly.

(i) What would happen if the Emperor Akbar would summon Sant Haridas :

(ii) What if you find a blind person singing songs melodiously for begging :

8. Study the underlined groups of words.

(i) (a) He wore a shirt made of cotton.

(b) He wore a shirt which was made of cotton.

(ii) (a) Are you sure, of your innocence?

(b) Are you sure, that you are innocent?

(iii) (a) This is the exact reason for his failure.

(b) This is exactly, why he has failed.

(iv) (a) After finishing his work, he went home.

(b) He finished his work and he went home.

You will notice that all underlined groups of words in sentences marked (a) merely refer to a concept or expression. They do not contain a subject or a Main or Principal Verb such as a group of words or unit of a sentence is called a **PHRASE.**

Each of the underlined group of words in sentences marked (b) convey a thought / concept and have a Subject and a Principal or Main Verb.

This unit / part of a sentence is called a CLAUSE.

- **Say whether the underlined are Phrases or Clauses.**

(i) The musician laid his tanpura on the carpet.

(ii) There is someone, who sings far better.

(iii) He had been Tansen's music teacher and he lived the life of a hermit.

(iv) The music spread like the first glimmer of dawn.

(v) His music springs from the depth of his soul.

(vi) As they walked back, the emperor suddenly broke the silence.

9. Divide the class into 2 groups. (Teacher divides the story in to 2 parts.) Each group should be alloted one part to be converted to a play/skit format. Combine the two parts, such that the entire story is converted to a play. Also give a suitable title. Present the play in your class.

10. Search on Internet the information about Tansen and any two great artists / musicians with the help of the following points.

- Name
- Place of Birth
- Music / Art
- Awards and Honours

11. Activity:

Collect any five stories of Akbar and Birbal. Write / present any one of them in the class.

3.3 Truth

WARMING UP !

CHIT - CHAT

(1) Do we speak the truth all the time?
(2) Why do we tell lies?
(3) How can words hurt someone?
(4) Why should we take care of using proper words while speaking?
(5) How do we break relationships?

(1) (A) Write down five things that make you very happy.

For example : Our team wins the match.

(1) ---
(2) ---
(3) ---
(4) ---
(5) ---

(B) Write down five things that are hard to forget, because they had upset you greatly.

For example : My best friend quarrelled with me.

(1) ---
(2) ---
(3) ---
(4) ---
(5) ---

(2) Rhyme scheme is a pattern of lines that rhyme other lines in the stanza of a poem.

This pattern of Rhyming words can be referred to by using letters of alphabet to indicate lines that rhyme.

For example : In the 1st stanza of the poem the Rhyme Scheme is abcb.

Truth

Sticks and stones may break my bones,
But words can also hurt me.
Stones and sticks break only skin,
While words are ghosts that **haunt** me.

Slant and curved the fall word-swords
To **pierce** and stick inside me.
Bats and bricks may ache through bones.
But words can **mortify** me.

Pain from words has left its **scar**
On mind and heart that's tender
Cuts and **bruises** now have healed;
It's words that I remember.

– Barrie Wade

- **haunt** : trouble, worry again and again
- **slant** : lean or slope to one side
- **pierce** : stab
- **mortify** : make one feel ashamed and embarrassed
- **scar :** mark left by a wound
- **bruises :** injuries, cuts on the skin

- ***Where do painful words leave their scars?***

- ***What are words compared to in the first two stanzas?***

1. Read the poem aloud and recite it with proper rhythm.

2. Find from the poem 2 lines, each that contain the following Figures of Speech.

(a) Alliteration (i) ---

(ii) ---

(b) Repetition (i) ---

(ii) ---

3. (A) Pick out from the poem the Synonyms of :

(1) injury : --

(2) delicate : --

(3) ache : --

(4) embarrass : --

(5) cured : --

(B) Pick out from the poem the Antonyms of :

(1) forget × ----------------------------

(2) flat/straight × ----------------------------

(3) make × ----------------------------

(4) rise × ----------------------------

(5) outside × ----------------------------

4. Answer in your own words with the help of the poem. Write them in your notebook.

(a) What objects can cause injury to your body?

(b) How do harsh and bitter words hurt the poet?

(c) What can heal faster – body or the mind and heart (emotions)? Explain your choice.

(d) Why are harsh words called 'ghosts'?

(e) What does the poet want you to keep in mind, when you speak?

5. **Find the rhyme scheme of the stanza no 2 and 3. (One is done for you.)**

- Stanza 1 : abcb
- Stanza 2 : ....
- Stanza 3 : ....

6. **Just as 'words' can hurt and leave a scar on the mind and heart, words can also heal, a person in distress.**

   Write in your notebook an experience of your own which proves that kind words relieve distress.

7. **Complete the following.**

- The title of the poem : ....
- The poet of the poem : ....
- Theme of the poem : ....
- No. of stanzas : ....
- Rhyme scheme : ....
- Figure of Speech : ....
- The line I liked : ....

8. **Summarise the poem in short, in your own words.**

Consider these points to summarise the poem.

- Identify who the speaker is and who the poem is addressed to.
- Identify the main points in every stanza.
- Express them in short simple sentences in your own words.
- Explain implied meaning.
- Retain the order of points.
- Write down the points making short paragraph for each stanza.
- Conclude the summary with the over all theme and meaning of the poem.

3.4 The Two Gentlemen of Verona

WARMING UP !

CHIT - CHAT

(1) What is your favourite pastime?
(2) Do you read books for entertainment?
(3) What is your favourite story / poem / book?
(4) What role do books on the lives of great people play?
(5) How can we decide if a story is average / good / excellent?

A book review is an analysis of a newly published book, by an expert, who expresses his/her opinion about the contents, style and merit.

Book reviews are published in newspapers, magazines and are also available online.

Make suitable groups in the class. Decide upon a favourite book or story in the following details, as many as possible.

- Name of the story/book : ....
- Writer : ....
- Some information about the writer : ....
- Background or setting : ....
- Main characters : ....
- Central idea/summary of contents : ....

....

....

....

....

....

- Style and language used : ....
- Illustrations (if any) : ....
- Strong (positive) aspects : ....
- Drawbacks : ....
- Conclusion : ....

The Two Gentlemen of Verona

- **carve an idea :** create or establish an idea

A.J. Cronin has very well **carved the idea** of selfless help and explained the importance of dedication towards relationships in the story, The two Gentlemen of Verona. The story revolves around the two boys named Nicola and Jacopo who do numerous things to earn money only to pay for their sister's treatment who suffers from tuberculosis of the spine.

- ***What is the story about?***
- ***How does the narrator meet the two brothers?***
- **encounter :** meet face to face unexpectedly
- **forbids :** disallows
- **emphasize :** stress upon
- **intimacy** : close relationship

The story begins with the narrator driving down the foothills of the Alps. Here is when he first **encounters** the two brothers selling wild strawberries. Even after the driver **forbids** the narrator to buy the wild fruits, he buys the biggest basket and drives towards the town. This scene **emphasizes** on the first step of growing **intimacy** between the narrator and the two boys.

- **reveal :** show, make known

Next day, the boys are found shining shoes in the public square. This amazes the narrator. This is when they **reveal** the fact that they do numerous kinds of things to earn money. Here, the narrator is shown to develop a soft corner for them in his heart. He finds them to be innocent, serious, pleasant and earnest.

- ***What kind of odd jobs do the two brothers do?***
- ***How does the narrator help the two brothers, one day?***

The boys are very useful to the narrator. They are very willing to satisfy all that the narrator requires. They are also found selling newspapers, by the narrator, one stormy night. One day, when the narrator asks if he can help them in any, they say they will be very grateful if they get a lift to the nearby village Poleta. Although it doesn't come in the narrator's way he takes them there. The boys get down in a building and ask the narrator to wait in a nearby cafe, until they return within an hour.

- **resembles :** have a similar appearance
- **intruding** : coming to a place where one is uninvited.
- **heart rending :** causing great sorrow

Eagerness leads the narrator to follow the boys up to a place which is actually a hospital. On peeping through a room, led by a nurse, he realizes that boys are talking to a girl who **resembles** them. He does not feel like **intruding** and thus asks the nurse the details about the boys. This is when the nurse tells him there **heart rending** story about their father being killed in a war and their home being destroyed in the war and their sister suffering from tuberculosis. The brothers live

in a shelter and literally starve only so that they can pay for their sister's treatment. So keeping a secret and helping their sister they have shown that war has **not shaken their spirit**. They are noble and gentle and great human beings in their own special yet **subtle** way. This story **distinctly** talks about how true the **amplification** says : 'Where there is will there's a way'.

- **not shaken their spirit :** not reduced eagarness to do something
- **subtle :** refined, nice
- **distinctly :** clearly
- **amplification :** focus on a statement

- *What secret about the brothers, does the nurse tell the narrator?*
- *Explain the proverb : Where there is a will there's a way.*

English Workshop

1. Complete the following:

(1) Cronin's story focuses on ....

....

(2) The narrator .... to encourage the two brothers.

(3) The narrator develops a liking for the two brothers because they are

....

(4) The boys wish to visit the village Poleta to ....

(5) So, one can conclude from the story that '..' . which means '..' .

2. Solve the puzzle of words from the text. The clues are given below.

(1) disallow

(2) make known

(3) unexpected meeting

(4) giving pleasure to the mind, feelings or senses; enjoyable

(5) sincere

(6) look like

3. Answer in your own words and write in your notebook.

(1) What illness did the sister suffer from?

(2) What surprised the narrator, when he saw the brothers, the second time?

(3) What did the narrator find about the boys at the hospital?

(4) What was the touching story told by the nurse?

(5) If the narrator offered the boys a large amount of cash, would they have accepted it? Say why? Or why not?

4. Read the text and find the Noun forms of the following words used in the text:

(i) important - importance

(ii) dedicate - ....

(iii) treat - ....

(iv) narrate - ....

(v) eager - ....

(vi) appear - ....

(vii) amplify - ....

(viii) realize - ....

Language Study

We have already learnt that Clause is a group of words that has a Subject and a Verb and is a part of a larger sentence. In the sentence, 'We returned home, when school was over.' **there are two clauses – 1st** 'We returned home' **and 2nd** 'when school was over.'

The first one makes complete sense. So it is called Main/ Principal Clause.

The second one is not complete by itself. It depends on the main clause to convey a proper sense. So it is called Dependant or Subordinate Clause. 'When' is the joining word and it is called a Subordinator.

Identify the Main / Principal Clauses and Subordinate Clauses and encircle the Subordinator.

(1) They pay for their sisters treatment, who suffers from tuberculosis.

(2) When he asks the nurse, she tells him their story.

(3) They have shown that war has not shaken their spirit.

(4) Although it doesn't come in the narrator's way, he takes them there.

WORD PLAY

1. Acrostic

An acrostic is a poem (or other format of writing) in which the first letter (or syllable or word) of each line spells out a word, message. The most common and simple form of an acrostic poem is where the first letters of each line spell out the word or phrase.

For example :

(1) An Acrostic poem

An Acrostic
Creates a challenge
Random words on a theme
Or whole sentences that rhyme
Select your words carefully
To form a word from top to bottom
Is the aim of this poetry style
Choose a word then go !

(2) School

Super
Cool
Happy
On time
Out door play
Learning

(3) Family

Father
And
Mother
I
Love
You

Activity : Now work in pairs and try to frame acrostics for the following words.

- H-O-M-E
- M-O-T-H-E-R
- T-E-A-C-H-E-R

Activity : Make an acrostic of your name and show it to your friends. (fun with words)

2. Spoonerism

Spoonerism is a slip of the tongue. The first letters of two or more words get interchanged in spoonerism.

For example :

(1) Go and shake a tower. (Go and take a shower.)
(2) I must mend the sail. (I must send the mail.)
(4) You have very mad banners. (You have very bad manners.)

Activity : Now try to make up Spoonerism of the following.

(1) You missed my history lecture.
(2) Crushing blow
(3) Pardon me madam

Activity : Now correct the following sentences.

(1) Do you like to bead in red?
(2) I can fee my soot prints.
(3) I caught a ban of soda.

Activity : Visit a spoonerism link on Internet and collect examples of spoonerism and display it in the class.

3. A. Just one new word a day :

- Write down the new word on a card.
- Add the card to your collection of words at the proper place in alphabetical order.
- Look up the word in a dictionary and learn it.
- You may talk about it to your teacher / friend / elders.
- Try to use it in a sentence of your own.
- Classify the words you have collected so far into:

- nouns (n.)
- verbs (v.)
- adjectives (adj.) and
- adverbs (adv.)

- Put the appropriate short form against, each word.

  For example : 'mainland' (n.).

If the word does not belong to any of these four classes you need not mark it.

B. A question a day :

- Frame or choose a simple question on your own. You should also know the appropriate answer to it.
- Practise using the question and answer with your friend.

  You must use a new question every day.

C. A sentence a day :

- Frame a meaningful sentence in English on your own.

  Your sentence should include at least one word from your mother tongue or any Indian language. For example : 'I love *pav-bhaji*'. '*A Paithani* is embroidered with golden thread.' 'You need two teams to play *kabaddi*.'
- Translate the sentence from English into Marathi.

D. Better your work :

- Think of / Make up a simile comparison on your own.

  For example : 'as cold as ice', 'as hot as an iron', 'as soft as silk', as deep as a well'.

  Try to use the simile in a complete sentence.

Live English

My Word-buddy

(John and his friends appear for an examination of English. They have a discussion about it.)

John : Hello friends! How did you fare in your exam?

Utkarsh : Hello John! Hi everyone! Friends, my exam was good, but I faced some problems in the unseen passage.

Sidhanath : Mine was also good, but the same problem was faced by me, as well.

Pratima : I faced the problem of meaning of unknown words.

John : I could not even read some big words in the unseen passage.

Sidhanath : Where can we get the solution to these problems ?

Hamid : Don't worry, we can find all solutions if we refer to a good dictionary.

Prashik : But we didn't bring dictionary with us. What can we do?

Hamid : Friends we can search for the meaning online or in offline dictionaries, from Personal Computers and even from smart cell phones at home.

Utkarsh : What a great idea, friends!

Hamid : Let us go and see the meaning, pronunciation and use of the unknown words.

All : Thank you, Hamid!

(1) Work in pairs. Discuss the uses of dictionary.

(2) Find out the pronunciation and usage of any ten Irregular Verbs from an online dictionary and share with your class.

(3) Download an app of any good dictionary in your parents' smart phone and try to use it.

4.1 The Vet

WARMING UP !

CHIT - CHAT

(1) Where do we find all animals?
(2) Do you have a pet?
(3) How do we understand that animals are not feeling well?
(4) Who gives medicine/treatment to the sick animals and birds?
(5) How do we help animals and birds?

(1) Doctor who do special advanced study of specific parts of the body have special terms.

In your group try to match the specialist doctors with who/what they treat.

	Specialists		Who/What they treat
1.	Dentist	a.	bone
2.	Cardiologist	b.	brain/with spine
3.	Opthalamalogist	c.	small kids
4.	Orthopedic	d.	teeth
5.	Pediatrician	e.	animals/birds
6.	Neurologist	f.	eye
7.	Veterinarian	g.	heart

(1) .... (2) .... (3) .... (4) ....

(5) .... (6) .... (7) ....

(2) Discuss in your group and write down the most important reason, why Pediatrician and Veterinarians have, a tougher job to diagnose their patients' illnesses.

The Vet

To be a successful and **competent vet**,
Needs knowledge **exceedingly** wide,
For each of the patients he's likely to get
Possesses **a different inside**.

He must know why the cat is refusing her milk,
Why the dog is not eating his bone,
Why the coat of the horse is not shining like silk,
Why the parrot does nothing but **groan**;

Why the ducks and the chickens are failing to lay,
Why so faint the canary bird sings,
And if he is called to the zoo he must say
An **incredible** number of things.

If the lion's caught a cold,
If the zebra's getting old,
If the **centipede** has trouble with his feet,
If the hippo's feeling ill,
If the bison's got a chill,
If the Arctic fox is suffering from heat,

If some **virulent** disease
Has attacked the chimpanzees,
If the tortoise hasn't **stirred** for several years,
If the bear's too full of buns,
If the cobra eats her sons,
If the panther has a wife who chews his ears;

If giraffes have had **a tiff**
And their necks are feeling stiff

- **vet :** short form of veterinarian – a doctor for animals and birds.
- **competent :** having very good knowledge and ability
- ***Why is it so difficult to be a successful vet?***
- **exceedingly :** very much
- **a different inside :** different types of size of organs inside the body
- **groan:** a sound of pain
- ***What is wrong with ducks and chickens?***
- **incredible :** unbelievable
- **centipede :** a small, long thin creature with many legs
- ***What are the opposite illnesses of the lion and the Arctic fox?***
- **virulent :** caused by virus
- **stirred :** moved
- **a tiff :** a quarrel
- ***Why have the giraffes got stiff necks?***

- **keepers'** : zoo keeper

◆ *Why does the poet call the vet 'omniscient'?*

- **cannibal** : one who eats human flesh
- **omniscient** : one who knows all and everything
- **Profoundly** : greatly, deeply

◆ *What is the poet's advise to you? Do you think he means it?*

If hyenas will not laugh at **keepers'** jokes,
If the monkey's pinched his tail,
If the rhino's looking pale,
If the elephant eats paper-bags and chokes,

If the camel-hurts his hump,
If the kangaroo won't jump,
If the crocodile turns **cannibal** and bites,
They run away and get
That **omniscient**, the vet
And expect him to put everything to rights.

Profoundly I pity the vet, who must learn
Such a very great deal for his pay;
My son, I advise you most strongly to earn
Your living an easier way.
Don't attempt to attend the zoological crowd;
a far more advisable plan
Is to call yourself 'Doctor', and so be allowed
To treat the illnesses of man.

English Workshop

1. **Write down the Rhyme scheme of stanzas 1 to 3 and the last two stanzas? How does it differ in the remaining stanzas 4 to 7?**

2. **Write any five illnesses of the animals in the poem, that you find most amusing / laughable.**

(1) ....

(2) ....

(3) ....

(4) ....

(5) ....

3. (A) Out of all names of birds and animals given in the poem, pick out 4 names that are similar in English as well as in Hindi / Marathi or your mother tongue.

(B) Translate the names of zoo animals given in the poem, into your mother tongue.

(1) ....
(2) ....
(3) ....
(4) ....
(5) ....
(6) ....
(7) ....
(8) ....

4. Think deeply and write. Is the poet really discouraging the youth from becoming vets ? Explain your response.

....

....

....

....

5. Find out from a vet or from a website, what precautions does a vet have to take when he / she is called to treat wild, dangerous animals? Make point-wise notes of the same.

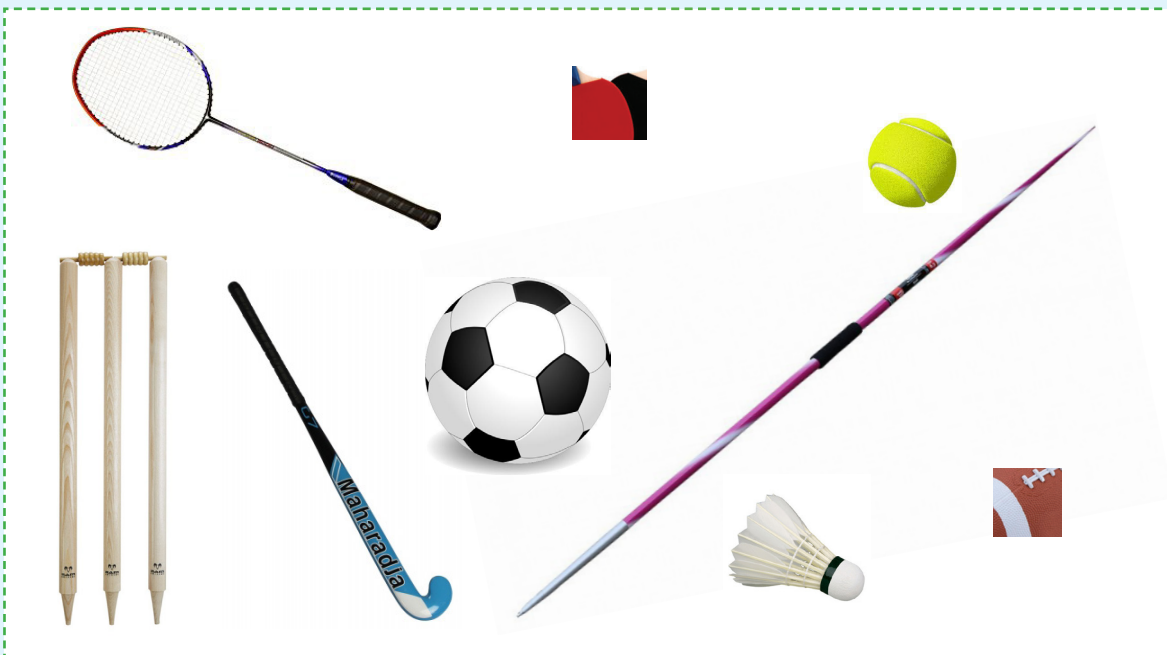
4.2 P. V. Sindhu – An Icon of Success

WARMING UP !

CHIT - CHAT

(1) Do you like to play / watch the games?
(2) Which games do you like to play?
(3) What are some of our local Indian games?
(4) Who is your favourite sportsperson?
(5) What games are played in Olympics?

(1) Sports Equipment

Write the name of the game / sport near the sports equipment shown below.

(2) Match the game with the place where it is played.

A	B
(1) cricket	(a) ground
(2) badminton	(b) board
(3) golf	(c) rink
(4) boxing	(d) course
(5) skating	(e) court
(6) carrom	(f) arena

P. V. Sindhu – An Icon of Success

P. V. Sindhu or Pusarla Venkata Sindhu is an **ace shuttler** and silver medalist at 2016 Rio Summer Olympics. This young badminton player from Andhra Pradesh was born to volleyball players P. V. Ramana and P. Vijaya in the year 1995. Her father was honoured with Arjuna Award for having displayed excellence in his sport. One of the youngest and talented badminton players of the **contemporary** times, Sindhu has **featured** in top 10 in the world badminton rankings for the most part of 2014.

P. V. Sindhu started playing badminton from the age of eight, after she drew inspiration from Pullela Gopichand's victory in All England Open Badminton Championship in 2001. That's the reason why she chose badminton over volleyball although her parents were professional volleyball players. Her **initial apprenticeship** started with Mehboob Ali at the badminton courts of Indian Railway Institute of Signal Engineering and Telecommunications in Secunderabad. Later, she joined Pullela Gopichand's badminton academy to further **enhance** her sporting skills.

Early Success

Sindhu's first major recognition came in the form of the 5th Servo All India ranking championship for under-10 category. She also won the singles title at the Ambuja Cement All India ranking.

In the under-13 category, Sindhu won doubles titles at the IOC All India Ranking, Krishna Khaitan All India Tournament, the Sub-Junior Nationals and the All India Ranking in Pune.

At the 51st National School Games in India, Sindhu won the gold medal in under-14 category.

Sindhu's Debut and Performance at International level

P. V. Sindhu didn't take much time **to launch** and establish herself as a **promising** player in the **global arena**. She won a bronze medal at the 2009 Sub-Junior Asian Badminton Championships held in Colombo.

- **ace shuttler :** a top badminton player

◆ *What was P.V. Sindhu's outstanding achievement in 2016?*

- **contemporary :** belonging to the same times
- **featured :** have an important part in

◆ *Around what age did Sindhu start her achievements in Badminton?*

- **initial :** starting, first
- **apprenticeship :** learning as a trainee
- **enhance :** further improve

◆ *What was Sindhu's first win at international level?*

- **to launch :** to start or begin
- **promising :** sure to succeed
- **global arena :** international scene

- **bagged :** succeeded in achieving something
- ***Before wining the silver medal in the Rio Olympics in 2016, what did she win?***
- ***Name the two great honours that Sindhu has received.***
- **successive :** one after another
- **create history :** set a record
- **noteworthy :** remarkable, notable
- **endorsement :** confirmation
- **dedication and commitment :** constant, faithful efforts
- **attitude :** a fixed way of thinking or feeling about something
- **never-say-die :** never give up hope

The star player **bagged** silver in the women's singles at Iran Fajr International Badminton Challenge in 2010 and found a place in the national team at the 2010 Uber Cup.

P. V. Sindhu's Recent Recognitions

On 7 July 2012, Sindhu won Asia Youth Under-19 Championship. Sindhu's performance at Malaysian open 2013 made her win the maiden Grand Prix Gold title.

The best moment in her career perhaps came in the same year when she became India's first medalist in women's singles at the Badminton World Championships.

P. V. Sindhu ended 2013 on a happy note by winning Macau Open Grand Prix Gold title, and also won the Arjun Award, one of the highest honours for a sportsperson in the country. In 2014, she won back-to-back medals in the World Badminton Championship and became the first Indian to do that. In November, 2015, she bagged **successive** women's singles title at the Macau Open Grand Prix Gold.

The year 2016 brought her another achievement of winning the Malaysia Masters Grand Prix Gold women's singles title, where she defeated Scotland's Kirsty Gilmour in the final. In August, she reached the semi-final of the women's singles event at the 2016 Summer Olympics, after defeating World No.2 Wang Yihan.

Sindhu **created history** by reaching the finals after beating Japan's Nozomi Okuhara in the women's singles semi-final in the Rio Olympics. She won a silver medal in the finals, while the gold was taken by Spain's Carolina Marin.

Later, she defeated Carolina Marin and won 2017 India Open Superseries title.

Noteworthy Honours

Among the other noteworthy honours that Sindhu has received are the Padma Shri in 2015, which is the fourth highest civilian award of India. In 2016, she received the Rajiv Gandhi Khel Ratna Award.

The best **endorsement** of Sindhu has been Gopichand's words about her **dedication and commitment** to the sport: "The most striking feature in Sindhu's game is her **attitude** and the **never-say-die** spirit."

P.V. Sindhu has been **pushing the envelope** like no young badminton player had done before in the history of women's badminton, in India.

At an interview, Sindhu was asked how much **mentoring**/guidance her father and mother had been able to give her and how involved they were in her sports career. In her own words,

"Guidance wise, every time I go for national level tournaments, they accompany me there and when I practise and play, they tell me what I'm doing. My dad gives me a summary of how I play and it is very helpful, because as outsiders those who look at it, know more about the game. As badminton players, we obviously, know a few things, but someone from the outside can pinpoint stuff, that we may not have noticed easily. So, both as counsellors and parents, it is really helpful."

In the same interview, a practical question was asked – it's not possible for a badminton player to win **week in and week out**. As a top player, how did she manage to just go to a tournament and **psychologically** deal with an early loss? Did it hurt when she didn't win?

To this she replied, "If you don't play well and lose in the first round, second round, you feel bad, especially if you're one of the top players. But you need **to come out of** it and practise harder and identify and learn from your mistakes. I think, to come out of it, it takes time. But ups and downs are always there, and you need to cope with it."

Hats off, to you, Sindhu, and wish you even greater success!

- **pushing the envelope :** extend / reach beyond what is possible
- **mentoring :** training, advising
- ◆ ***What difference do her parents make, when they attend her tournaments?***
- **week in and week out :** every week without exception
- **psychologically :** affecting mind and emotions
- **come out of :** succeed in dealing with a problem and defeat it
- ◆ ***How can one come out of failure or loss, according to Sindhu?***
- **Hats off :** a phrase used to show admiration, praise or congratulate him / her

English Workshop

1. Complete the words by filling in the missing letters.

(A) e_hance, fe_ture, l_unch, not_worthy, m_ntor, iden_ify.

(B) Make as many three-letter and four-letter words from the word CONTEMPORARY.

2. Make sentences of your own using the following phrases / idioms.

(a) to enhance further

(b) to launch

(c) to create history

(d) push the envelope

(e) week in and week out

(f) to come out of

3. **Prepare a profile (fact-file) of P.V. Sindhu using the following points.**

- Full Name :
- Date of Birth :
- Father :
- Mother :
- Native of :
- Started Badminton at age :
- 1st coach :
- 2nd coach :
- 1st Major Achievement as Junior :
- 1st International Win :
- Honours Received :
- Greatest Win (in 2016) :
- Her Great Strength :

4. **Answer in short, in your own words.**

(1) What made Sindhu take up badminton at the age of eight ?

(2) What were Sindhu's achievements till she was 14 years old?

(3) What history was created by P.V. Sindhu in 2016? What was her victory in the following year?

(4) What are the positive character traits of P.V. Sindhu?

(5) What role do Sindhu's parents play during her important matches?

(6) What message does Sindhu convey in the last paragraph?

5. **Imagine that P.V. Sindhu has recently won very important tournament at International level. Frame an email on behalf of your school, to congratulate her. Use the proper email format.**

Language Study

1. **Coordination : Observe the clauses in the following sentences.**

(1) He is intelligent and he is hardworking.

(2) Asif was tired but he could not rest.

(3) You can go for a walk or you can exercise at home.

(4) Seema has recovered from fever, so she can attend school.

Each of the above sentences have clauses which do not depend on each other for complete sense. They are called Independant or **Co-ordinate Clauses.** They are joined by conjunctions like and, but, or, so. Such conjunctions are called **Co-ordinators**.

Other co-ordinators are : • as well as/ not only...... but also • yet / still / however / nevertheless • or/ nor / else / either..... or / neither ..... nor • so / therefore / thus / hence / for

2. **Pick out the Co-ordinate clauses and encircle the Co-ordinator.**

(1) She bagged a silver medal and she found a place in the national team.

(2) P.V. Sindhu is an ace shuttler but she was born to volleyball players.

(3) You must play well or you lose the first round of play.

(4) My parents point out my flaws, so I can improve my game.

4.3 Golden Chain

WARMING UP !

CHIT - CHAT

(1) Do you have an old friend?
(2) What is needed for friendship to grow?
(3) How do you feel if you don't have any friend?
(4) Why do we spend a lot of time in the company of friends?
(5) Why do we share secrets, happiness and sorrows with our friends?

(1) Write 5 points each about Dos and Don'ts in 'True Friendship'.

(2) We have already learnt that when there occurs a comparison in the lines of a poem, the Figure of Speech in that line is a Simile.

For example : as bright as a star
tall just like a tree

However, if the comparison made in the line of a poem is indirectly understood or suggested (implied) without using words (*as* .... *as, just like)* and so on, then the Figure of Speech is called a **Metaphor.**

For example : Riya is the star of our class.
Life is a game. Play it well.

Now say which of the following are the examples of Simile and which contain Metaphor.

(1) Twinkle Twinkle Little Star, like a Diamond in the sky.

(2) The stormy sea, as dark as coal ....

(3) Old mighty tree, Your branches span the sky ....

(4) Time is money ....

(5) Like a caged bird sadly sings ....

(6) More than clouds, you are soft ....

(7) The Rose is the king of flowers. ....

(3) When opposite ideas occur in the same line of the poem, the Figure of Speech that occurs in that line is called Antithesis.

For example :
- Up and down the hill, they flew.
- Many are called, but few are chosen.
- The best of times, the worst of times.

Golden Chain

Friendship is a Golden chain,
The links our friends so dear,
And like a rare and precious jewel
It's treasured more each year...

It's **clasped** together firmly
With a love that's deep and true,
And it's rich with happy memories
And fond **recollections**, too...

Time can't destroy its beauty
For as long as memory lives,
Years can't **erase** the pleasure
That the joy of friendship gives...

For friendship is a priceless gift
That can't be bought or sold,
But to have an understanding friend
Is worth far more than gold...

And the golden chain of Friendship
Is a strong and blessed tie
Binding **kindred** hearts together
As the years go passing by.

– Helen Steiner Rice

- ◆ *To what two things is friendship compared?*
- **clasped** : held tightly
- ◆ *What holds friends closely together?*
- **recollections** : remembering the past
- **erase** : wipe away
- ◆ *How long does true friendship last?*
- ◆ *Which possession is more precious than gold?*
- **kindred** : alike, similar

English Workshop

1. Write the name of your closest true friend vertically and prepare an Acrostic using every letter in the name. (Refer to 'Word Play' on page 73.)

For example : **R**eliable | ....
Inspiring | ....
Trustworthy | ....
Encouraging | ....
Supportive | ....
Hard-working | ....

2. Tick the correct (✓) before the correct statements.

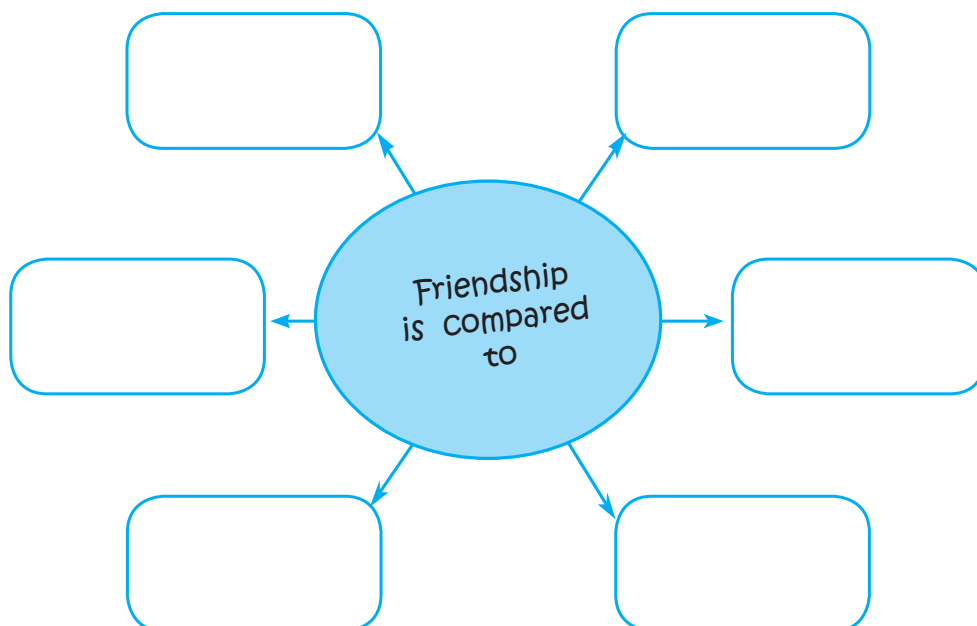
(a) Time can destroy the beauty of friendship. ☐

(b) Friendship cannot be bought or sold. ☐

(c) Friendship binds the hands together. ☐

(d) Friendship is like a real rare and precious jewel. ☐

(e) Friendship has more value than gold. ☐

3. Read the poem and complete the web.

4. Say WHY friendship is compared to the following.

(a) a golden chain.

(b) a precious jewel

(c) a priceless gift.

5. Refer to the poem and write down 5 reasons, why 'Friendship' is the best gift anyone can give you.

(1) It grows more precious as each year passes.
(2) ....
(3) ....
(4) ....
(5) ....
(6) ....

6. Write the words that go with the following.

(1) .... jewel
(2) .... hearts
(3) .... memories
(4) .... gift
(5) .... tie
(6) .... friend

7. Match the lines with the Figures of Speech they contain.

(You may also refer to 'Word Play' on page no 74 for help.)

	A		B
(1)	Friendship is a Golden chain	(a)	Simile
(2)	That can't be bought or sold	(b)	Metaphor
(3)	And like a rare and precious jewel	(c)	Metaphor
(4)	For as long as memory lives	(d)	Antithesis
(5)	For friendship is a priceless gift	(e)	Alliteration

8. Think on your own and say why true friendship can be compared to the following.

(1) An Evergreen Forest
(2) An Ever-flowing River
(3) A Rainbow after heavy rains

9. Think and develop a story that leads to the conclusion–'A friend in need, is a friend indeed'.

4.4 The Unsinkable Ship

WARMING UP !

CHIT - CHAT

(1) Have you heard/read about natural calamity ?
(2) What are the different possibilities in a long journey?
(3) Do you know the sea voyages?
(4) How is the journey in the sea different from the other?
(5) Why should we have alternatives in the journey?

(1) Read the lines given below. Imagine yourself in the situation and answer the questions, based on your imagination.

After the games-practice, my friends and I were hungry. We decided to go to a snacks–outlet on the 3rd floor in a huge six-storeyed mall, on the way. Just as we paid our bill and were about to leave, there was a ear-shattering blast. A loud explosion on the first floor.

- What was your first reaction ?

....

- How did the public panic?

....

- What did some alert, sensible people do?

....

- What was the damage and danger?

....

- Who came to the rescue?

....

- How many were injured and killed?

....

- What effect did the instance leave on your mind?

....

(2) (A) The word 'Unsinkable' has a prefix as well as suffix. The root (base) word is 'sink'.

Give the root words of the following.

(1) uncomfortable
(2) unhappiness
(3) insecurity
(4) inaccuracy

(5) independence

(6) emailer

(7) unloosen

(8) disability

(9) disappearance

(10) unfriendly

(11) interactive

(12) misunderstanding

(B) Write 2 words each with the following prefixes.

(i) anti

(ii) dis

(iii) non

(iv) re

(C) Write 2 words each with the following suffixes.

(i) ful

(ii) ous

(iii) less

(iv) ly

The Unsinkable Ship

On 10 April 1912, the largest luxury ship in the world set sail from Southampton in England to New York. She was called the Titanic. The word 'titanic' means 'huge'. This was her maiden voyage, that is her first voyage. She set out to cross the Atlantic Ocean and she carried more than two thousand passengers. The Titanic was like a floating town.

- ***Why was the Titanic so called?***

- ***What facilities were available on the ship?***

Everyone called the Titanic the finest ship in the world. Everyone was proud of her. She was as tall as a building with fifteen storeys. Inside, she was like a large hotel with grand staircases, dining-rooms, shops and swimming pools.

Everyone thought that the Titanic could never sink. They called her the unsinkable ship. The ship's builders were so sure of this, that they put only a few life-boats on the ship.

The journey was very comfortable. The passengers were proud because they were travelling in the best ship in the world. They felt safe.

Then came the night of 14 April. The sky was clear and the sea was calm. Many of the passengers were asleep. Captain Smith knew that there were **icebergs** nearby, so he told a man to keep a watch from the top of the ship. Suddenly at 11.40 p.m. the man saw something. He grew cold with fear. A huge iceberg stood right in the path of the Titanic. ICEBERGE! He yelled.

- **iceberg :** a very large mass of ice floating in the sea.

- ***What made the man turn cold with fright?***

Captain Smith fought hard **to steer** the Titanic away from the **iceberg**, but the ship changed direction slowly and her side **scraped** the mountain of ice. A shower of ice fell on to the decks and the iceberg cut holes along the ship's side. Water began to pour into the lower decks. Most passengers heard nothing and slept on.

- **to steer :** to turn

- **scraped :** scratched deep against a rough surface

- ***What was the damage caused to the ship?***

Captain Smith and his crew could not stop the water flooding through the ship. They knew the Titanic was in great danger. The unsinkable ship was sinking. At 12.15 a.m., Captain Smith sent urgent messages on the ship's radio asking for help. 'HELP!' TITANIC SINKING! COME QUICKLY! Then he ordered the crew

to wake all the passengers up.

A ship called 'The California' was only twenty miles away, but she did not receive Titanic's messages. Her radio was turned off and the radio operator was asleep.

Another ship called the 'Carpathia' heard the Titanic's calls and sailed at full speed towards her. Unfortunately, the Carpathia was far away and she took over three hours to reach the Titanic.

Meanwhile, the Titanic was sinking rapidly. The crew lowered the life-boats into the sea, but there was only enough space in the boat for a few hundred passengers. The Titanic had more than two thousand people on board. The ship began to **tilt** into the sea. People began to jump from the decks into the ice-cold water.

With its lights still shining, the Titanic stood upright for a few minutes. Then, at 2.20 a.m., on 15 April, she vanished into the sea. About fifteen hundred people drowned. Captain Smith and most of his crew went down with the ship.

The Carpathia arrived at 3.40 a.m. The ship's crew found the life-boats and saved seven hundred people in them. They also found chairs and pieces of wood floating on the water. But almost all of the people in the water had drowned or died of cold. The Carpathia was too late to save them.

The sinking of the Titanic made people think harder about the safety of passengers on ships. They asked why ships carry such few life-boats and why they turn off their radios. In 1913, it was decided that all ships must have enough room in their life-boats to carry everyone on board. It was also decided that ships must keep their radios working every hour of the day and night.

In 1985, scientists sent a submarine to look for the wreck of the Titanic. They found the ship lying in two pieces on the ocean floor, at a depth of around 4000 metres (13,000 feet). Later, they took photographs of the wreck and brought small parts of it to the surface of the water.

- ***Why were the passengers in grave danger?***

- **tilt :** move in a sloping, bent position.

- ***Why could 'Carpathia' not do much to save more lives?***

- ***What two compulsions were laid down for all ships, in 1913?***

- ***How far had the Titanic sunk?***

There are many stories of bravery on that terrible night in April 1912. In 1998, the director James Cameron made a famous film of the Titanic's maiden voyage. It is a very sad film. Almost everyone who sees the film leaves the cinema in tears.

English Workshop

1. (A) Find any 6 words from the text that have suffixes. Underline the suffix in each of them.

(a) .... (b) .... (c) ....

(d) .... (e) .... (f) ....

(B) Two words may combine to form a new word with a changed meaning. Such words are called Compound words in English.

For example : every + thing = everything

Some of them have a hyphen. For example : life-skills

Find 4 or 5 compound words from the text.

2. (A) Read the text and answer.

(a) What does the word 'Titanic' mean?

(b) How many passengers did Titanic carry?

(c) Why were the passengers on Titanic, proud?

(d) Why did people call 'Titanic' an unsinkable ship?

(e) What did Carpathia's crew find?

(f) Who was the director of the film based on the Titanic's maiden voyage?

(g) Where did the scientists find Titanic?

(B) Discuss in groups of four and find out.

(a) Reasons for the sinking of Titanic.

(b) Effects of of the sinking of Titanic.

3. Read and find words related to sea and arrange them alphabetically.

4. (A) She was as tall as a building with fifteen storeys.

Here She (the Titanic) is compared with a building of fifteen storeys. You know that when a comparison is made between two objects of different kinds it is called Simile. A Simile is introduced by the word 'as.........as or like'.

Frame five of your own sentences using the construction ……….. as……..as………

Write them down in your notebook.

(B) The Carpathia was too late to save them. Write three sentences of your own using the following construction .... too .... to

5. **Read again from 5th paragraph (Then came the night of 14 April ....) upto 12th paragraph. (The Carpathia was too late to save them.)**

- **Mark the most important points.**
- **Using the points make a summary of the incident in your own words, using short simple sentences.**
- **Write out the summary in 12 to 15 lines.**

Language Study

1. The Sentences can be classified into three types – Simple, Complex and Compound.

- A **Simple Sentence** is one that has only one Subject and one Predicate. It has only one Finite verb.

  For example : She **went** home.

  In the morning, near my school I **saw** a snake.

- A **Complex Sentence** consists of one Main Clause and one or more Dependant or Subordinate Clauses.

  For example : She **went** home, after school **was** over.

  The boys **found** the book which **had been** lost.

- A **Compound Sentence** consists of two or more Independant or Co-ordinate Clauses. They are joined by Co-ordinators. (For example : and, but, so, or, nor etc.)

  For eample : He finished his work **and** he left his office.

  He is poor **but** he is honest.

2. Say whether the following are Simple, Complex or Compound Sentences.

(1) They felt safe.

(2) Captain Smith knew that there were icebergs nearby.

(3) He fought hard to steer, but the ship changed direction slowly.

(4) Most passengers heard nothing and they slept on.

(5) The crew lowered the life-boats.

(6) They asked them why ships carry such few life-boats.

3. Find from the text two examples each of Simple, Complex and Compound Sentences.

4.5 Festivals of North East India

WARMING UP !

CHIT - CHAT

(1) Do you like to celebrate festivals?
(2) Why do you enjoy fairs and festivals?
(3) What are the different festivals celebrated in our State?
(4) Do you know festivals which are celebrated in other States?
(5) What is the relation between seasons and festivals?

(1) Read the names of the festivals celebrated in our country. Discuss in your group and write down why they are celebrated.

(1) Diwali ....

....

(2) Holi ....

....

(3) Ramzan ....

....

(4) Dussehra ....

....

(5) Christmas ....

....

(6) Makar Sankranti/Pongal ....

....

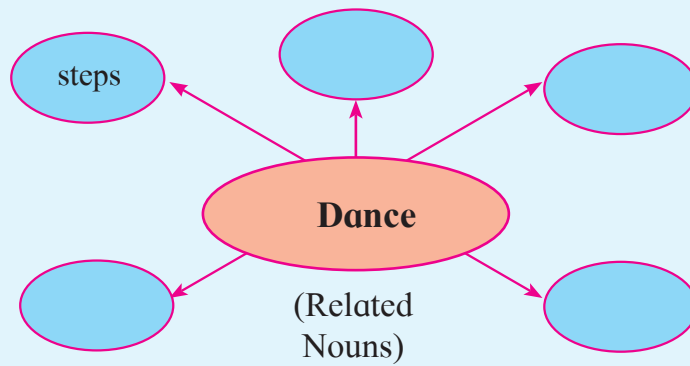
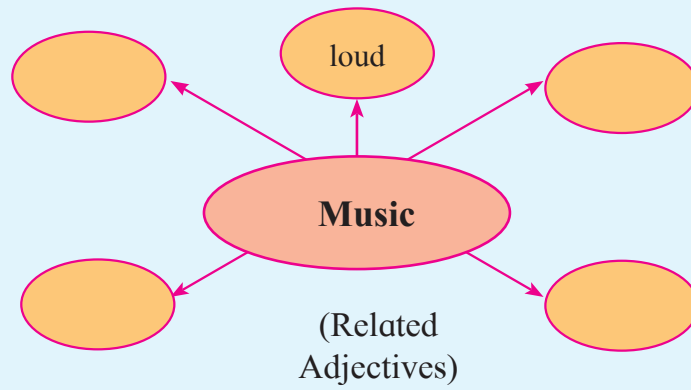
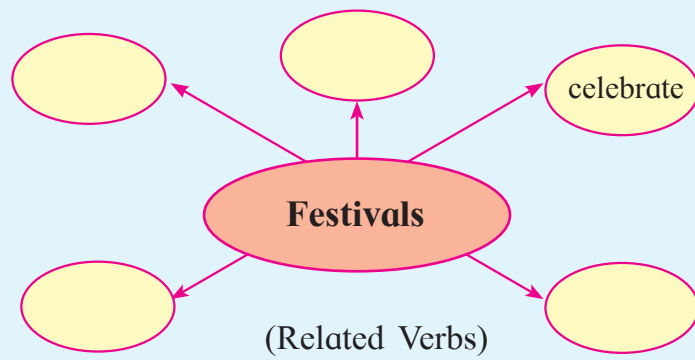
(2) Write down any five features that are common to all festival celebrations.

(1) ....
(2) ....
(3) ....
(4) ....
(5) ....

(3) Frame words related to the following topics as per instructions.

(Related Verbs)

(Related Adjectives)

(Related Nouns)

Festivals of North East India

Read about how different festivals are celebrated in the North-eastern States of India.

The North east region of India, consisting of seven States, is a place of **diverse** cultures. The different communities and tribes celebrate their **unique** festivals with great enthusiasm and joy. Many of their festivals are based on agriculture and no celebration is complete without the traditional music and dance.

Blessed with **lush** greenery and the mighty river Brahmaputra, the people of Assam have a lot to celebrate. So Bihu is the chief festival of this State. It is celebrated by people of all religions, castes or tribes. The three different sets of Bihu mark the beginning of the harvesting season, the completion of sowing and the end of the harvest season.

The Bihu dance is a joyous one performed by both young men and women and is noted for its **brisk** steps and hand movement. Unusual instruments provide traditional music for the dance – the *dhol* which is similar to a drum, the pepa, a wind instrument made from a buffalo horn, cymbals and a bamboo clapper. The songs have been **handed down** through many generations. Bihu competitions held all over Assam attract visitors and locals alike in large numbers.

Living further north in the mountainous region of the Himalayas, Arunachal Pradesh finds a mention in the ancient literature of the Puranas and the Mahabharata. Nature has provided the people of this region with a deep feeling for beauty which can be seen in their festivities, songs and dances.

The new year festival, called Losar is perhaps the most important festival in certain areas of Arunachal. On this occasion, people clean out their homes to bring in the new year and to **discard** the old.

A charming festival of Manipur–Ningol Chakouba–binds and **revives** the relationship between married girls and their parents. The women and their children are given a **sumptuous** feast and gifts. During Cheiraoba, the Manipur new year festival in April, people clean

- **diverse** : of great variety
- **unique** : one of its kind, matchless
- **lush** : rich

◆ *On what occasion are the three sets of Bihu festival celebrated?*

- **brisk** : quick
- **handed down** : passed on to a later generation

◆ *How is Losar celebrated?*

- **discard** : get rid of
- **revive** : refresh and energize
- **sumptuous** : very grand

◆ *Who celebrate the Ningol Chakouba festival?*

and decorate their houses and prepare special festive dishes. As part of the ritual, the villagers climb the nearest hilltops for they believe that this will help them rise to a higher plane in this life.

The Spring Festival or Chapchar Kut is an important occasion, mostly celebrated in Mizoram. Men and women of all ages, wearing traditional dresses and **headgear**, perform folk dances and sing traditional songs on this occasion. Drums, gongs and cymbals add to the festive air!

- **headgear** : what is worn on the head

Wangala or the hundred-drum festival is the most important festival celebrated by the Garos in the villages of Meghalaya. This harvest festival is celebrated to mark the end of a period of hard work, which naturally brings a good harvest. The dance performed during the festival has two parallel lines – one of men and the other of women, clad in their festive costumes. While the men beat the drums, the lines of dancers move forward together in a rhythmic manner.

- ***How do the villagers dance during the Wangala festival?***

The main feature of festivals in Tripura is that all the people join in the celebrations. Many of the dances performed during some of the festivities represent hunting, fishing, food-gathering and various other activities. Some of the festivals attract people from all over India.

- ***What do the dances in Tripura festivals stand for?***

Nagaland consists of different groups of people who are unique in their customs and traditions and the festivities they celebrate. Songs and dances form the soul of these festivals through which their oral history is passed down. A major festival is Moastu celebrated mainly in the villages after the sowing season. Dressed in colourful clothes and headgear decorated with feathers and wild boar tusks, the villagers dance to traditional music.

- ***When is Moastu celebrated?***
- ***Why are festivals so important in the seven-sister States of north-east India?***

Hardly a month passes in any of the seven States without a festival or two. Most of them have a religious importance or significance, as the people offer thanks to the gods for a good harvest to prosperity, or ask for protection against **calamities**. But these celebrations also help to encourage cultural and artistic activities and **bring out** the natural talent of the people.

- **calamities** : disasters
- **bring out** : to develop and present to public

English Workshop

1. Insert the proper words / phrases in the gaps to make the narration meaningful. Use them in their proper form.

(discard, revive, diverse. handed down, bring out, sumptuous.)

While shopping I suddenly met Lata Shankaran. Meeting my classmate after twenty years .... our friendship. We spoke on .... topics, of our past, present and future. We realized that we could not .... old school memories. She showed me a beautiful ring .... from her great grand mother. We discussed about how we should .... the best from our own children. Before we parted, we decided to meet again, that night and have a .... dinner at a five star hotel along with our families.

2. Correct the wrongly spelt words from the lesson and make a word chain of nouns, with them.

(1) mannor
(2) saeson
(3) natere
(4) dram
(5) lacals
(6) festivel
(7) erd
(8) retual

Word chain : Festival - l - - - - -

3. Read the lesson and fill up the table.

State	Chief festival	Reasons for celebrating	Ways of celebrating
Assam			
Arunachal Pradesh			
Manipur			
Mizoram			
Meghalaya			
Tripura			
Nagaland			

4. Choose the appropriate alternatives to complete the following.

(1) Every festival of North-East India is incomplete without ....

(a) food and sweets

(b) dance and music

(c) lights and crackers

(2) People of .... are true lovers of nature and its beauty.

(a) Assam

(b) Mizoram

(c) Arunachal Pradesh

(3) The .... festival is celebrated three times a year to mark the stages of agriculture.

(a) Bihu

(b) Chapchar Kut

(c) Wangala

(4) In Tripura, the festivities represent ....

(a) preparing special dishes

(b) reaching greater heights

(c) hunting, fishing, food-gathering

(5) An additional advantage of the festive celebrations is ....

(a) listening to festive music

(b) bringing out the natural talent of the people

(c) getting a holiday from work

5. Pick out the Adjective forms of the following words from the lesson.

A. (a) diversity : .... (d) variety : ....

(b) festival : .... (e) tradition : ....

(c) joy : .... (f) mountain : ....

B. Pick out the Noun forms of the following words from the lesson.

(a) complete : .... (d) rhythmic : ....

(b) move : .... (e) prosper : ....

(c) live : .... (f) green : ....

C. The 3 words below can be used in sentences as Nouns as well as Verbs. Make sentences of your own, that show the different usage.

end (Noun) ....

end (Verb) ....

dance (Noun) ....

dance (Verb) ....

harvest (Noun) ....

harvest (Verb) ....

6. Imagine you are a News reporter visiting Assam / Manipur. Compose a dialogue between you and a village headman seeking information about the celebration of festivals.

Use the following steps.

- Greeting/skillful introduction of the topic/ 5 to 6 sets of dialogue about the topic/ conclusion/ good-bye greeting.

Write the above in your notebook. You may even use additional information from the internet or from some book.

Language Study

- **Change the form of the sentences below as per instructions, without changing meaning or Tense.**

(1) The people offer thanks to the Gods. (Rewrite using present continuous tense.)

(2) Hardly a month passes, without a festival or two.
(Rewrite using 'No' in the sentence.)

(3) The Spring Festival is an important occasion, ... ?
(Add a Question Tag.)

(4) The Bihu dance is performed by both young men and women.
(Rewrite using 'as well as'.)

(5) The Bihu dance is a very joyous one.
(Rewrite as an Exclamatory Sentence.)

(6) Read about <u>how different festivals are celebrated.</u>
(Frame wh-question to get the underlined answer.)

It's My Journey

(Harshita and Raju plan to visit Ajanta and Ellora caves and some historical places at Aurangabad. They ask their parents if they can book their own tickets, online. So they go to their friend David, who is able to book tickets online. He helps them to book the tickets.)

(1) Work in groups. Discuss steps of online booking.

Frequently Asked Questions. (FAQ)

(2) Work in pair and write down the answers of the following questions. Share them with the class.

❖ **General**
- What type of buses can I book a ticket for?
- What are the specifications of a Volvo, Sleeper and Semi Sleeper buses?

❖ **Registration Information**
- Do I need to register before booking a bus ticket?
- What are the benefits of registering on journey.com?

❖ **Booking Information**
- How can I book a bus ticket?
- Can I book a return bus ticket?
- I don't have internet access. Can I still book a bus ticket?
- How will I receive my bus ticket?
- Can I reserve my seat on the bus when booking my bus ticket?
- How do I know the seating plan in a bus?

❖ **Ticket Information**
- Can I board the bus without a printout of my e-ticket?
- Do I need to present any identification while boarding the bus?

❖ **Payment Information**
- How can I pay for my bus ticket?
- Can I pay for someone else's bus ticket?

❖ **Boarding Information**
- Where do I board my bus from?

❖ **Cancellation Information**
- Can I cancel my bus ticket?
- Is there a cancellation fee?
- I have purchased 6 bus tickets but would like to cancel 2 bus tickets. Can I do that?

❖ **Refund Information**
- How and when will my refund be processed on a cancelled bus ticket?
- If I miss my bus, am I eligible for a refund?
- What are the other cases when I am eligible for a refund?

❖ **Travel Information**
- Can I modify my bus ticket booking?
- Can someone else travel on my bus ticket?
- How much luggage can I take on the bus?

Make a group of four. Pick out the poem you like from the textbook and recite the stanzas one by one.

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